Reading for Heuristics, Review of Cream of the Crop: The Impact of Elite Education in the Decade After College by H. Katchadourian and J. Boli (1994, Basic Books)

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The Challenge:
Developing a fair and unbiased teacher certification testing program.

- The Illinois legislature wanted to be certain that its new teacher certification testing program was fair to all candidates. They realized that this presented a significant challenge, especially because the program was to include more than 50 different tests and thousands of test objectives and questions.

The Answer:
A sophisticated bias prevention procedure from NES.

- National Evaluation Systems responded with a creative and comprehensive approach to bias prevention. The process involved Illinois educators in a series of reviews supported by sophisticated statistical analyses of pilot and operational test administration data. The state-appointed Bias Review Committee met periodically during the test development process, reviewing and recommending changes in test content outlines, test objectives, test specifications, and individual test questions. They focused on certain critical objectives where they believed the potential for bias was highest. The committee had a major role in determining what was included in the tests as well as what was excluded.
- Moreover, the Bias Review Committee continued to meet to review program test data and new test materials. This ongoing role reflects the commitment to a program with equity as a fundamental principle.
- The Illinois bias review process—a creative approach to an important challenge. From National Evaluation Systems.
How College Affects Students (1991). One question that has always been of great concern to those interested in the effects of college on students is: does the quality of the college or their own personal characteristics make a difference in the cognitive develop-
ment, attainment of status in society, the incalculable costs of attaining status and psychosocial development of stu-
dents (Pascarella & Terenzini, 1997). The benefits of a liberal arts education at a university is the topic pursued by the volume "Cream of the Crop: The Impact of Elite Education in the Decade After College." This book focuses on the life histories of graduates of Stanford Uni-
versity 10 years after their graduation. The authors use the preface to pose three major issues as the central focus of the book. First, they address general questions about the effect of an elite education on the lives of graduates from elite institutions. They explore ways in which elite education does or does not promote appropriate educational and social equality for various groups in the meritocratic tra-
dition. Finally, they analyze the ways in which students' intellectual and voca-
tional orientations affect the patterns of their lives in early adulthood.

The first chapter presents a portrait of the class that the rest of the book. Two biographical sketches of very different Stanford graduates provide glimpses at some of the major themes of the book. They serve as marker cases for different time periods in one group of students and of Boll. These cases are used to illustrate the impact of the Stanford experience on their lives.

The second chapter makes use of multiple biographical summaries to il-
ustrate the different typologies and their associated characteristics during the students' collegiate experience. Chapter three focuses on influences on career choices and paths, including a discussion of the role of graduate edu-
cation in the career paths of the students. Elite.
**1996-97 Test of English as a Foreign Language (TOEFL) Postdoctoral Fellowship Program**

**Description:** One person will be selected to conduct research and development with ETS staff on the TOEFL test, under the direction of Dr. Lawrence Felstein of the Research Division of Cognitive and Instructional Science and Dr. Carol Taylor of TOEFL, Program Direction.

**Duration:** This is a 12-month fellowship, which will run from September 1, 1996 through August 31, 1997 (plus three months for renewal for a second year, if warranted by project needs and funding).

**Goals of the Project:** The TOEFL 2000 project is a research and development effort designed to build a test to replace the current TOEFL test. The primary goals of TOEFL 2000 are to provide a theoretically and psychologically sound new test, test that reveals recognizable personality traits and abilities, and results in sound decision-making and fairness to examinees; to continue to offer the test internationally; to incorporate appropriate test enhancements and opportunities for improved and expanded services; and to offer the possibility of continuous improvement in the test beyond the year 2000.

**Responsibilities of Fellows:** Fellows will be an active participant in the research and development efforts of the project. Specific responsibilities will include reviewing literature, participating in the design and development of research proposals and related field activities, participating in the design of research projects, collecting and analyzing data, and related project support activities.

**Stipend:** $35,000 for the 12-month period. Limited relocation expenses, consistent with ETS relocation standards, will be provided.

**Qualifications:**
- Applicants should hold a doctorate in second-language testing or a related field, such as applied linguistics. A background in second-language education and assessment is highly desirable.
- The applicant should show evidence of a commitment to research, especially English language testing research, and to achieving excellence in this field. Recommendations from colleagues familiar with the candidate's work in second-language testing and assessment would be highly valued.

**How to Apply:** There is no formal application form. Applicants should submit:
- A letter of application and resume
- A description of relevant work, interests, and experience
- Publications and other relevant documents and materials
- Letters of recommendation from three people who are familiar with the applicant's work

**Materials must be received by ETS by March 30, 1996. Applicants will be notified by May 1996.**

**Contact:** Please send required materials to Linda J. DeLaurier, Mail Stop 16-7, Educational Testing Service, Princeton, NJ 08541-0001, Telephone: 609-734-1906, Internet: admissions@ets.org

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**1996-97 National Assessment of Educational Progress (NAEP) Visiting Scholar Program**

**Program:** One scholar will be selected to conduct research using the NAEP database, with access to senior NAEP and other ETS staff in Princeton, New Jersey. The research will address important educational issues of national concern. The NAEP Studies focus on issues concerning the education of minority students are especially encouraged.

**Duration:** A typical appointment will begin on September 1, 1996 and end on June 30, 1997 (10 months).

**Goals of the Program:** To provide research opportunities for scholars in the fields indicated above, encourage secondary analyses of NAEP data, and increase the number of minority contacts in the field of research program and related fields.

**Stipend:** The stipend and any compensation provided by the scholar's employer will be comparable to that of an ETS researcher possessing similar training and experience. Scholars will be reimbursed for all expenses incurred, upon receipt of expenditures.

**Selection:** The main criteria for selection will be scholarship and relevance to NAEP. Affirmative action in nationality will also be considered.

**Qualifications:** Applicants should hold at least a doctorate in a relevant discipline and provide evidence of substantial research experience.

**How to Apply:** There is no formal application form. Applicants should submit:
- A summary of educational and job history, honors, awards
- A detailed description of current research and professional experience
- A detailed proposal of the research the applicant will conduct while at ETS (about 5 pages)
- Letters of reference, and telephone numbers of three individuals who are familiar with the applicant's work and are willing to serve as references

**Material must be received by ETS by December 1, 1995. Applicants will be notified by January 15, 1996.**

**Contact:** Please send required materials to Linda J. DeLaurier, Mail Stop 16-T, Educational Testing Service, Princeton, NJ 08541-0001, Telephone: 609-734-1906, Internet: admissions@ets.org

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**Curriculum and Evaluation Coordinator**

The Canadian Memorial Chiropractic College (CMCC), a charitable college located in Toronto, is currently seeking an individual for the position of Curriculum and Evaluation Coordinator.

Responsibilities include:
- Development of Undergraduate curricula, the successful in-
cumbent will be responsible for developing curricula, maintaining a competency-based curriculum.
- The ongoing development and improvement of the curriculum will involve piloting teaching of teaching ma-
terials and the evaluation of these materials to ensure their reliability and validity, conducting ongoing analy-
ses of classroom performance, and preparing proposals for improvements and change. The incumbent will also be required to assist College faculty with the development of instructional materials and evaluation tools and methods.
- An important component of the responsibilities of this position is the development and implementation of testing methods to determine the effectiveness of curriculum changes and improvements.

This challenging position requires an individual with a Masters degree (doctorate preferred) in the areas of education, psychology/counseling, or health professions education. Outstanding analytical and communication skills are essential. In addition, extensive knowledge and experience in curriculum development, program design and development, and evaluation (including classroom performance and professional evaluation, are necessary. A minimum of 5 years' research and teaching experience, and a record track record in working with health professions faculty preferred.

Application materials will be reviewed on a case-by-case basis and arranged with ETS in accordance with Title VI of the Civil Rights Act of 1964. Applications received after the closing date will be considered on an ad hoc basis. Review of applications begins on April 1, 1996.

**Contact:** Please direct inquiries and required materials to Linda J. DeLaurier, Mail Stop 16-7, ETS, Princeton, NJ 08541-0001, Telephone: 609-734-1906, Internet: admissions@ets.org

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**References**


