

Graduate Research Assistant Handbook

The University of Kansas Center for Educational Testing and Evaluation



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Table of Contents

Welcome	3
Our Mission	3
The Work We Do.....	3
Recent Publications.....	4
CETE Staff.....	6
GRA Training	10
CETE Office Policies.....	11
CETE Research Policies	15
Tips for Success	17
Helpful Links	18



Welcome to the Center for Educational Testing and Evaluation

The Center for Educational Testing and Evaluation (CETE) is a department at the University of Kansas, housed within the School of Education. In 1983, CETE was authorized by the Kansas Board of Regents to function as a research and evaluation unit under the Office of the Vice Chancellor for Research, Graduate Studies, and Public Service at the University of Kansas. CETE was founded by Dr. Douglas Glasnapp and Dr. John Poggio who stepped down as co-directors on June 30, 2009, at which time Dr. Neal Kingston assumed the role of director.

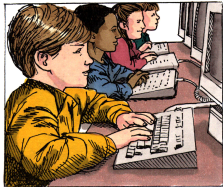
Our Mission

CETE's mission is to improve the state of student assessment by:

- carrying out our research agenda in support of testing programs that facilitate student learning;
- supporting the state of Kansas in the development and administration of tests, reporting of results, and related professional development; and
- providing graduate students with operational and research experience vital to their professional development.

The Work We Do

Kansas Assessment Program



We work on many components of the Kansas Assessment Program, including:

- General, Modified, and Alternate summative assessments in Mathematics, Reading, Science, and History & Government
- Formative assessments in Mathematics, Reading, Science, and History & Government
- Interim assessments in Mathematics and Reading
- Kansas English Language Proficiency Assessment (KELPA)
- Writing Assessment Tool (KWIET)

This operational work includes

- item and test development; test administration; and reporting;
- item and test analysis using classical, generalizability theory, and item response theory approaches;
- differential item functioning and equating;
- standard setting and validity studies;
- growth modeling; and
- analysis of test consequences.



Dynamic Learning Maps Project



In October 2010 CETE was awarded the largest grant in KU history. The Dynamic Learning Maps Alternate Assessment System Consortium, which includes Kansas, Iowa, Michigan, Mississippi, Missouri, New Jersey, North Carolina, Oklahoma, Utah, Virginia, Washington, West Virginia, and Wisconsin, seeks to create an assessment system to support teachers in improving the learning of students with the most significant cognitive disabilities (SCD).

Outcomes include developing alternate academic achievement standards aligned with the Common Core State Standards for college and career readiness and developing high-quality, valid, and reliable alternate assessments, using universal design principles and current research based on evidence-centered design and learning maps, that form a coherent system with assessments developed by RTTT assessment competition grantees. The proposed system will measure achievement and growth of students with SCD and report on student participation and performance on an Alternate Assessment of Alternate Academic Achievement Standards (AA-AAS). The consortium will also develop clear, appropriate guidelines for IEP teams to use in determining which students should be assessed using an AA-AAS as well as develop and implement training on those guidelines for IEP teams. Finally, the consortium will create and implement professional development for teachers in instruction and assessment of challenging academic content to show progression of student learning.

Career Pathways Assessment

The Career Pathways Assessment (CPA) offers states the chance to be a part of innovative new assessments. For the United States to maintain its standing in the global economy, the nation and each state must ensure that students leave high school with the knowledge and skills to be college and career ready. While many other projects focus on the academic readiness for college, there are few large-scale, systematic approaches to assessing technical and career readiness. CPA gives states the resources to help students compete as well as ensure a capable and effective future workforce.

The Career Pathways Assessment is an innovative approach to assessing high school students' readiness for postsecondary technical education or entry into the workforce. CPA assesses pathways, which are made up of knowledge, skills, and abilities related to specific fields of study. Currently, assessments are being developed for eight pathways. Additional pathways may be developed as state participation and needs dictate.



Adaptive Reading Motivation Measures (ARMM)

The Adaptive Reading Motivation Measures (ARMM) is an IES-funded project that will develop and provide large-sample validation of new measures of reading motivation for use with adolescents in grades 5-12. The project is a collaboration between the Center for Research on Learning and the Center for Educational Testing and Evaluation at the University of Kansas. School districts in both Kansas and California will participate in the development and validation of the measures.

The ARMM will build from an established theoretical framework of reading motivation that includes constructs such as self-efficacy, intrinsic motivation, extrinsic motivation, social goals, reading avoidance, and reading interests. The ARMM will use an online computer adaptive format that will simultaneously increase reliability while reducing the time needed to take the assessment. Once administered, assessment score reports will immediately be available to teachers, which will enable them to understand each student's motivation, plan activities, and structure their classrooms accordingly. Researchers implementing reading motivation interventions could also gain substantial information by using the proposed measures.



Recent Publications and Presentations by CETE Staff and Students



Broaddus, A. E., Kramer, L. M. B., & Kingston, N. (2011, August). *Validity Evidence Based on the Consequences of Interim Assessments*. In N. Kingston & A.E. Broaddus (Chairs), *Interim Assessment: Reliability and Validity Evidence*. Symposium conducted at the meeting of the American Psychological Association, Washington D.C.

Chiu, P. C., & Irwin, P. M.. (2011, April). *Chronological Item Ordering: Does It Make a Difference on a State History and Government Assessment?*. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Cho, H., Wehmeyer, M., & Kingston, N.M. (Accepted) *The Impact of Social and Classroom Ecological Factors on Promoting Self-Determination in Elementary School. Preventing School Failure.*

Cho, H. & Kingston, N.M. (Accepted). *Capturing Implicit Policy from NCLB Test Type Assignments: Analysis of Characteristics and Performance of Students Taking Alternate Assessments Based on Modified Achievement Standards.* *Exceptional Children.*

Gu, F; Skorupski, W. P.; Hoyle, L; Kingston, N. M. (accepted). *Standard Errors and Confidence Intervals from Bootstrapping for Ramsay Curve-IRT Model Item Parameters.* *Applied Psychological Measurement.*



- Gu, F., & Wu, W. (2011). Using SAS PROC TCALIS for multigroup structural equation modelling with mean structures. *British Journal of Mathematical and Statistical Psychology*. Advance online publication. doi: 10.1111/j.2044-8317.2010.02012.x
- Kingston, N. & Anderson, G. (2011). *The Efficacy of Using State Standards-based Assessments for Predicting Student Success in Dual Enrollment Community College Classes*. Paper presented at the National Council on Measurement in Educational, New Orleans, LA.
- Kingston, N., Wang, W., Broaddus, A. E., & Kramer, L. M. B. (2011, August). *Validity Evidence Based on the Relationship between Interim and Summative Assessment Scores*. In N. Kingston & A.E. Broaddus (Chairs), *Interim Assessment: Reliability and Validity Evidence*. Symposium conducted at the meeting of the American Psychological Association, Washington D.C.
- Kramer, L. M. B., Kingston, N., & Broaddus, A.E. (2011, August). *Validity Evidence Based on Interim Assessment Content*. In N. Kingston & A.E. Broaddus (Chairs), *Interim Assessment: Reliability and Validity Evidence*. Symposium conducted at the meeting of the American Psychological Association, Washington D.C.
- Wang, W., McKinley, R., Kramer, L. M. B., & Kingston, N. (2011, August). *Validity Evidence Based on the Internal Structure of the Interim Assessment*. In N. Kingston & A.E. Broaddus (Chairs), *Interim Assessment: Reliability and Validity Evidence*. Symposium conducted at the meeting of the American Psychological Association, Washington D.C.

While not considered an actual presentation, CETE created a band, The Skew. The group made their debut performance at the 2010 AERA convention. Members include our very own Angela Broaddus and Gretchen Anderson. You can see their performance at <http://www.youtube.com/user/wwwCETEus>.

CETE Staff

- **Neal Kingston**, Ph.D., Director: Neal started his career as a classroom teacher, worked summers with students with SCD, and subsequently worked in large-scale assessment for 32 years. He has worked as a psychometrician, test developer, and systems developer. He has managed all aspects of the educational testing process for both general and alternate assessments, including as an Executive Director at Educational Testing Service, Associate Commissioner for Curriculum and Assessment at the Kentucky Department of Education, Senior Vice President at Measured Progress, Vice President and General Manager at CTB/McGraw-Hill, and Director of CETE at the University of Kansas. Dr. Kingston has published and presented more than 100 articles, papers, and book chapters on assessment.
- **Lauren Adams**, Reading Test Development Coordinator, Kansas Assessment Program: Lauren is a former secondary English teacher. At CETE, she coordinates the development and implementation of the reading test items for formative, interim, and summative assessments. She collaborates with KSDE and Kansas educators to develop assessment materials that are



aligned to the standards and that reflect current teaching practices in the state. In addition to her B.A. in English and her teaching certification, Lauren holds an M.S. in Instructional Design and Technology.

- **Candace Bond**, Editor/Grants Coordinator: As Grants Coordinator, Candace supports and coordinates grant proposal development for CETE. Additionally, Candace edits a variety of documents including grant applications, assessments, manuals, research articles, website content, and correspondence.
- **Angela Broaddus**, Angela is a former secondary mathematics teacher with expertise in mathematics curriculum and instruction. At CETE, she coordinates the development and implementation of the formative and interim assessment programs. She works with officials at the Kansas State Department of Education on efforts to assist educators in implementing the interim assessment and to develop tools for teachers to use as part of the formative-assessment process. Her research interests include models of conceptual understanding as well as measurement of conceptual understanding, particularly concerning essential mathematics concepts.
- **Susan Bulgren**, Program Assistant. Susan provides clerical support and assists with the day-to-day operations of the Dynamic Learning Maps project. She is responsible for all travel arrangements, purchases and scheduling for the project.
- **Hyun-jeong Cho**, Ph.D.: Research Associate, Hyun-jeong Cho is a research associate whose current interests include research, and evaluation of assessment of students with disabilities.
- **Cameron Clyne**, M.A. is a graduate of the University of North Carolina at Charlotte's Master's program in Industrial and Organizational Psychology. Subsequently, he has worked at Applied Measurement Professionals (AMP) working on large scale national certification assessments. As a research associate at AMP, he worked on every aspect of the test development process from the development of test blueprints to conducting standard setting studies. Currently he is working towards his doctorate in research, evaluation, measurement, and statistics at the University of Kansas, as well as working at the Center for Educational Testing and Evaluation as the Career Pathways Assessment Specialist.
- **Dan Consolver**, Project Manager: Dan serves as the project manager for the Dynamic Learning Maps projects. He is responsible for monitoring tasks, timeline and budgets for the project.
- **Ronda Consolver**, Assistant Director: Ronda serves as the business manager and main CETE contact when the Director is unavailable. She also processes all payroll documents for CETE staff and tuition sponsorships for GRAs and is the Personnel Related Staff Member for HR issues. Ronda is also the person handling space and security for CETE.
- **Tonya Eberhart**, Editor: Tonya serves as the math/science content editor and provides both copyediting and comprehensive editing for a variety of documents including manuals, research articles, website content, and correspondence.



- **Rebecca Finney**, Programmer II – Perl: Rebecca maintains the PERL programs that make the CETE website go. She creates data sets for research and working with school districts to resolve data transfer problems.
- **Laurie Harrison**, Editor: Laurie serves as the reading/social studies content editor. She also provides copyediting and comprehensive editing for a variety of documents including manuals, research articles, website content, press releases, and correspondence.
- **Eddie Henault**, Systems Specialist: Eddie is a Quality Assurance (QA) Analyst for the Technology department. He reviews web applications that are developed inside the Technology department to help ensure they meet the requirements outlined by our organization and are in working order before going to our end users. Tasks include: analyzing requirements, creating test cases, executing test cases, reporting defects and reporting overall status of functionality of the web applications being tested.
- **Mark Hoffman**, System Administrator: Mark is the System Administrator of the CETE production, development, and QA computer systems and networks. He also supports the CETE office workstations and printers.
- **Patrick Irwin**, Ph.D., Psychometrician II – General Assessment: Pat’s primary responsibilities include the development and coordination in support of the Kansas assessment program, serving as the general assessment project manager for the Reading, Mathematics, Science, and History/Government assessments. Duties include item selection and test form construction, analyzing data, performing validation (reliability/validity) studies, score reporting and results dissemination, writing technical reports, state and federal reporting, as well as developing performance standards and implementing standard-setting (cut score) studies.
- **Laura Kramer**, Ph.D., Associate Director: Laura joined CETE in July 2010 and leads all operational activities for the Kansas Assessment System. Prior to coming to CETE, she served as the Senior Psychometrician in two state education agencies. Laura has experience in all facets of criterion-referenced test development from curriculum development through equating, scaling, and standard setting. For fun, Laura likes to write technical manuals.
- **Seungchan Lee**, Programmer I - Java: Seungchan maintains and updates Test Builder, Test Delivery Engine, and Kansas Computerized Assessment. He also develops and maintains Kansas Writing Instruction & Evaluation Tool and related native code libraries, database and web server. In addition, he assigns tasks to technology GRAs.
- **Carrie Mark**, Ph.D., Research Associate: Carrie serves as the lead for the English language arts content on the Dynamic Learning Maps project (DLM). She works with several graduate research assistants to create connections among developing literacy skills for students with significant cognitive disabilities. Carrie will also work on item development for the DLM assessment. **She does a mean Kermit the frog impression and she really likes gummy bears.**



- **Nora McAfee**, Program Assistant: Nora’s duties include answering phone and email questions regarding state assessment issues and CETE website usage. Nora also handles all paperwork for international staff and works with them to meet residency requirements.
- **Lisa McBride**, Senior Editor: Lisa leads CETE’s editing and communications team. In addition to managing editing staff, Lisa also oversees copyright permissions and commissioning of stimuli for the Kansas Assessments, website development, press releases, and grant support.
- **Robert McKinley**, Ph.D., Psychometrician IV – Interim Assessment: Robert is a senior research associate with CETE. His primary responsibility is psychometric work for Interim Assessment and Reading Motivation projects.
- **Michelle Mellen**, Permissions Coordinator: Michelle handles all copyright permissions for the Kansas Assessments. She also coordinates commissioned reading passages including soliciting authors, maintaining contracts, and coordinating passage review.
- **Gina Mengoni**, Graphic Designer/Web Designer: Gina creates images for a wide variety of projects including test items for the Kansas Assessment Program. Gina also designs and creates both web pages and websites for CETE projects.
- **Mary O’Brien**, Project Coordinator: Mary manages issues dealing with the Test Builder website and is the liaison between the programming/website staff and the KCA/test engine technical staff. She also serves as the resource person for school districts and questions regarding formative testing.
- **Karthick Palaniswamy**, Director of Technology for Research and Development: Karthick is responsible for all aspects of the Center for Testing and Evaluation’s (CETE) computer-based testing system, which was used to administer general and modified assessments to 99.7% of Kansas students in tested grades.
- **Elise Patrick**, Program Assistant: Elise provides support for the Dynamic Learning Maps project. She is responsible for all coordinating activities in relation to the learning maps and software development issues and works closely with the technology and curriculum teams.
- **Mahesh Rajannan**, Programmer I – Java: Mahesh maintains and updates the Kansas Computerized Assessment, Test Development Engine and Test Builder. He also manages the job assignments and duties of the technology GRAs and handles issues concerning the production database and web server.
- **Nathan Reed**, Information Specialist: Nate serves as CETE’s media contact and information specialist. As such, he writes press releases, coordinates and writes web content, and assists with website development.



- **Brian Ross**, Systems Specialist: Brian is a Quality Assurance (QA) Analyst for the Technology department. He reviews products that are developed inside the Technology department to help ensure they meet the requirements outlined by our organization and are in a working order before going to our users. Tasks include: reviewing requirements, creating test cases, executing test cases, reporting defects and reporting overall status if functionality and /or a product is acceptable.
- **Julia Shaftel**, Ph.D., Research Associate – Kansas Assessment of Modified Measures (KAMM), Alternate Assessment: Julia is a former special education teacher with expertise in mild to moderate disabilities. A licensed school psychologist, she has taught in PRE’s School Psychology program for the last ten years. At CETE she coordinates the development and implementation of the Kansas Alternate Assessment, the KAMM, and the use of testing accommodations on these and the general assessments. Research interests include testing and classroom accommodations for diverse student populations, assessment of K-12 classroom behavior, development and measurement of cross-cultural attitudes and skills, and the correspondence between self and observer ratings of high-inference characteristics.
- **Alan Sheinker**, Ed.D., Associate Director: Alan serves as the Project Director for the Dynamic Learning Maps project and is responsible for all aspects of the grant from the U.S. Department of Education. He supervises 5 full-time staff as well as several project specific graduate research assistants. Alan will also play a lead role in activities related to Test Development, Field Testing, and Dissemination.
- **Alicia Stoltenberg**, Mathematics Test Development Coordinator, Kansas Assessment Program: Alicia is a former middle school Math teacher. At CETE, she coordinates the development and implementation of mathematics test items for formative, interim, and summative assessments. She collaborates with KSDE and Kansas educators to develop assessment materials which target the Common Core State Standards for Mathematics and reflect current teaching practices in the state. Alicia holds a B.S.E in Mathematics Education and an M.S.E. in Curriculum and Instruction, both from the University of Kansas.
- **Nicholas Studt**, Programmer II – Perl: Nick’s main focus is to facilitate the smooth operation of reporting by maintaining existing applications and developing new applications for use by teachers and state, district, and school administrators. In addition, Nick maintains several of the internal web services used by staff to further our core mission and serve as a backup system administrator when necessary.
- **Amy Tackett**, Assistant to the Director: Amy is responsible for handling Neal Kingston and scheduling all appointments for him. She also makes his travel arrangements for conferences and out of town meetings. The other half of Amy’s job involves training and working with staff on Test Builder when images or items for the assessment need to be edited. She also provides support for the assessment staff when conferences need to be arranged.
- **Gail Tiemann**, Project Coordinator: Gail is project coordinator for the Kansas English Language Proficiency Assessment and the Adaptive Assessment of Reading Motivation projects.



CETE Graduate Research Assistants

Several weeks before the semester begins, CETE sends out an announcement of available positions for the upcoming semester. The number of positions varies based on the current projects and work load. While preference is normally provided to students in the REMS program or Curriculum and Teaching Department (depending on the requirements of the position), exceptional candidates from other departments will be considered. Students must submit their resume and indicate the position(s) for which they are applying.

As is the policy of the University of Kansas, CETE is committed to providing an equal opportunity for all qualified individuals to be considered for employment, benefits and conditions of employment, educational programs and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status, parental status, gender identity or gender expression.

Research assistants will normally work 20 hours a week in exchange for tuition, fees, and expenses to attend one national conference each academic year. Assistantships are renewable based on performance at CETE and satisfactory progress toward their degree.

CETE also supports a few GRAs with expertise and experience in software development. These students are often from programs in Educational Technology, Computer Science, Computer Engineering, or Information Technology but may be from any program if they have appropriate skills. Preference will be given to doctoral students. Assistantships are renewable based on their performance at CETE and satisfactory progress toward their degree.

GRA Training and Expectations



Graduate students will work under the direction of a member of the research team on all projects. However, more experienced graduate students will often take the lead on various projects which will involve guiding and organizing less experienced students in project-related activities and goals.

Specific activities and tasks designated to students will depend on the students' individual background, experience, and interests. At some point, all students will learn about and assist with the Kansas State Assessment system and the quality control process associated with maintaining the operational functioning of the General Kansas State Assessments, Kansas Assessments of Modified Measures (KAMM), Kansas Alternate Assessments (KAA), Formative Assessments, Interim Assessments, and the Kansas English Language Proficiency Assessments (KELPA). Students can expect to be involved in various research-based projects which help students develop the skills necessary to become independent researchers. Research projects may be based on faculty members' ongoing research agendas; however, students are encouraged to develop and propose their own research ideas for potential projects. As students progress in their coursework toward their desired degree, their level of involvement and expectations for a given project may change to coincide with the developing skills and abilities of the student.



Examples of Student Activities and Tasks:

- Collecting and maintaining annual state assessment psychometric data
- Assisting with standard setting activities, technical advisory meetings, and educational workshops
- Research activities related to the efficacy, features, or utility of different types of assessments, test development, accommodations, as well as quality and measurement issues
- Coding and interpreting research materials
- Writing literature reviews
- Developing presentation materials

One highlight of working at CETE is the opportunity to observe and sometimes participate in meetings of the Kansas State Department of Education's Technical Advisory Committee (TAC). This committee meets twice a year, February and September, and members are luminaries in the field of educational measurement. As of 2011, TAC members are Paul Holland, Michael Kolen, Robert Linn, Jim Pellegrino, Jim Popham, and Martha Thurlow.

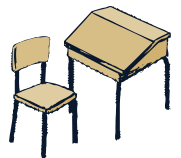
CETE Office Policies

Working in an environment without clear rules can be difficult, inefficient, and anxiety provoking. To avoid such problems, CETE strives for clear policies. In cases where a lack of clarity is identified, we will modify this manual to address such issues.

Office Policies

- ***The CETE Work Environment:*** CETE prides itself on being a great place to work. It is important to us that all staff and students have a positive work experience. Below are some key pieces of information of which you need to be aware.
- The Workstation. When space allows, GRAs will have their own workstations. Ronda Consolver will assign you a spot in consultation with your supervisor. Four rooms in our wing currently house GRA workstations. GRAs will be able to login to their workstation using KU Online ID and password. If you have questions about where you should sit, please visit with your supervisor.

Since we are a bit cramped in terms of space, please be considerate of those working around you and keep long conversations and cell phone usage to a minimum. If a conference room is needed for project meetings, we can schedule that for you.



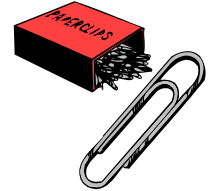
- The Kitchen. A coffee pot, microwave, full size refrigerator and water cooler are available for GRA use. Since the CETE wing is a high security area, we do not make use of the university janitorial services. Thus, each employee is responsible for cleaning the kitchen area after use, which includes wiping up spills in the microwave, disposing of old items in the refrigerator and emptying their trash into a common trash receptacle. Also, please make sure you leave your work area clean at the end of each day. Cleaning supplies and a vacuum cleaner are available for use.





The kitchen also shares space with a color printer/copier. This is to be used for work-related purposes. Students may print materials for class but not in excess (e.g., documents over 75 pages, jobs that require a lot of color ink, notes for classmates, etc.). Printers are not to be used for personal use outside of work or class. Please take care when using the equipment. Beverages should not be placed on the copier and be careful when using paper clips or staples as they can fall into the machine.

- The Supply Room. CETE provides paper, pens and various office supplies available for office work projects. If you need assistance in finding something or if a project requires special materials, let Ronda or Alex know and we will order the necessary supplies. Please keep the supply room as neat as possible. Again, space is an issue so we try to keep things organized so everyone can find what they need.



- The Library. Due to space restrictions we no longer have a separate Center library, but throughout the wing there are several bookcases containing books, journals and other related research materials available for student use. Materials should not be removed and are the property of CETE. These materials should be properly cared for and returned undamaged and unaltered. Resources include a collection of textbooks on Educational and Psychological Measurement and Research, Statistics, and Data Analysis topics as well as many journals such as *Applied Measurement in Education*, *Applied Psychological Measurement*, *Journal of Educational Measurement*, and *Psychometrika*. Additional journal articles can be found on the S Drive in the End Note Project folder. CETE works continuously on scanning hard to find articles that may be of use to students in their class work and/or research.



- The Work Day. Graduate Research Assistants are legally considered *Exempt* employees. This means you are not paid by the hour, but are instead expected to work a reasonable number of hours to accomplish necessary tasks in a timely fashion. Nonetheless, GRA appointments are for a percentage of time that the student is expected to need to perform the necessary work on CETE projects each week. Typically, 50% appointments (20 hours per week) are designated; however, appointments can be adjusted to fit students' particular needs and availability. Some weeks extra hours may be required to meet a deadline. This should neither occur regularly nor be allowed to interfere with your academic obligations. If you have concerns with the number of hours you are asked to work by your supervisor, you should discuss that with Dr. Kingston.



Once you arrive at CETE for the day, please “locate” yourself through the CETE on-line In-Out Board. This can be accessed at <http://intranet.cete.us>. You will need to create a password the first time you use the software.

While it is not necessary for students to have a regimented work schedule, please provide an approximate schedule of days and times you will be in the Center to your supervisor. This information will be helpful for faculty, project coordinators, and GRAs who may be collaborating on research projects, as well as for the assignment of regular work tasks.



CETE will be closed on the following national holidays: January 1st, Martin Luther King Jr. Day, Memorial Day, July 4th, Labor Day, Thanksgiving, the day after Thanksgiving and December 25th. CETE is NOT closed during University breaks (i.e., fall, winter, and spring breaks). As such, students are expected to work their regular hours during these breaks, take an unpaid leave of absence, or make prior arrangements with their supervisor. Please note: If you work 20 hours a week, you are still responsible for working those 20 hours even if one of the days is a holiday, or if you are sick. A signed timesheet should be submitted every two weeks. You will only record hours on the sheet if you took a vacation or for some other reason should not be paid. Otherwise the “hours” portion of your timesheet will be blank.



- The Workplace. The atmosphere at CETE is low-key but professional. Occasionally we will have visitors from the Kansas State Department of Education, so please keep that in mind. We also try and recognize birthdays of staff and students by providing treats. However, CETE staff are not allowed to accept significant gifts from students, so if you wish to bring back a souvenir from a trip, etc. please make it something small for the whole office to share, rather than a significant gift for a staff member.

If at any point during your employment you have concerns regarding your position, job duties, treatment by fellow employees, please do not hesitate to discuss those with your Supervisor. If you have issues with your Supervisor, bring those concerns to the Director, Dr. Kingston.

- The Financial Benefits.

Tuition sponsorship coincides with the GRA’s designated appointment. Below is a table of possible GRA appointments and the corresponding work hours and percentage of tuition sponsorship. In addition to covering actual coursework, all required campus fees, international student fees, and differential tuition fees are covered. In order to be considered a GRA, you must enroll in a minimum of 6 hours each semester for the fall and spring and one hour for summer.



Appointment	Hours per week	Sponsored Tuition**
50%	20	100%
45%	18	90%
40%	16	80%
35%	14	70%
30%	12	60%
25%	10	50%

** Percent sponsored tuition coverage applies for a maximum of 12 credits per semester

Compensation. Effective August 18, 2011 a new CETE pay matrix went into effect. Our hourly rates increased for each level in the matrix. CETE GRAs receive 3 different levels of pay depending on their time at CETE. The pay matrix is shown below. Your increase in pay occurs after two complete semesters at CETE (excluding summer).



Title	Hourly Rate	Bi-Weekly Pay (20 hr/wk)
GRA I	\$17	\$680
GRA II	\$19	\$760
GRA III	\$21	\$840

Payday is every other Friday. When you first begin at CETE, it will be approximately 3.5 weeks before you receive a paycheck. The pay cycle runs from Sunday-Saturday over a two week period. The University will deposit your paycheck directly into your bank account.

Student Insurance. The Kansas Board of Regents, in cooperation with the state universities, offers health insurance for students. This voluntary insurance is available through United Health Care Student Resources. More information can be found at the Human Resources on the KU main page or contact Mary Karten at mkarten@ku.edu.



Conference Attendance. GRAs have the opportunity to attend one national conference each academic year while working at CETE. There is a possibility of attending more than one IF you are presenting papers at both conferences. Prior approval from Dr. Kingston is required. The National Council of Measurement in Education (NCME) along with the American Educational Research Association (AERA) holds their conferences together every spring in a designated location. This is the largest and usually most pertinent conference for CETE measurement and curriculum focused GRAs. Dates and locations of future meetings follow.

April 12 – 16, 2012

Vancouver, British Columbia

If there is another relevant conference you would like to attend, let us know. CETE recommends that GRAs interested in educational measurement or other areas of educational research attend this joint conference every year and we will cover the cost of conference fee, reasonable transportation, shared hotel room (two students or more per room), and meals up to a total price of \$1,000 per conference. If you are appointed less than 50%, we will adjust your reimbursement to coincide with that percentage, i.e. 50% appointment gets 100% of the trip reimbursed, while a 25% appointment gets 50% of their trip reimbursed.



Students are encouraged to present papers at other national conferences focused on large-scale assessment and, on a case-by-case basis, will consider covering the cost of those conferences. Following are the names and websites of organizations that sponsor possibly pertinent conferences.

American Educational Research Association	www.aera.net
American Psychological Association	www.apa.org
Association for Psychological Science	www.psychologicalscience.org/
Council of Chief State School Officers	www.ccsso.org/
National Council On Measurement in Ed.	www.ncme.org
Psychometric Society	www.psychometrika.org/

Research Policies

- ***Data Ownership.*** All state assessment and related data, and all CETE materials are the property of CETE, and the director, staff, and graduate students have no independent right to these data. Furthermore, any data that is collected as part of any research activity within CETE is also considered to be property of the Center.

Data may be requested for research purposes outside of CETE, but a description of the purpose and planned use of the data should be provided, and permission must be granted by the director of CETE prior to obtaining such data. Such permission will usually be granted as long as it does not require confidential information (such as student or school identification). Using CETE data for non-CETE purposes without explicit permission is grounds for dismissal.

- ***Authorship of Research Projects.*** Opportunities for authorship are very important for both staff and graduate assistants. Determining authorship for studies involving a team of researchers can be complex. In general, identification of which persons made significant contributions related to the following criteria will be weighed to determine first and subsequent authorship.
 - Defined the research question
 - Created the research design
 - Made decisions in carrying out the research design
 - Made decisions in the carrying out of data analyses (as opposed to carrying out data analyses strictly according to someone else's plan)
 - Wrote sections of the final paper (with the discussion section getting somewhat more weight than other sections)
 - Intellectual contribution by way of guidance, advice, and direction should be recognized through authorship when such a contribution was significant to the success of the project.

Various factors in and of themselves do not count toward authorship. Such non-contributory factors include the following.

- Position as director or senior staff in the center
- Collector or recorder of data
- Carrying out data analysis under explicit direction
- Editing or formatting



These are guidelines. Ultimately it is the responsibility of the primary investigator to determine authorship. Issues of authorship should be discussed at the initial stages of a project so as to avoid miscommunication or conflict in the final stages. An appeal of an authorship decision should be made to the director of CETE who will serve as arbitrator. Should the director be the principal investigator whose decision is being appealed, then a mutually acceptable senior faculty member outside of CETE will be identified to serve as an arbitrator. Questioning authorship decisions should not be viewed as out of the ordinary and will be handled in a non-confrontational manner. It is expected that any student completing a dissertation will provide the bulk of the intellectual contribution for that piece of research (even if the research is part of a larger project) and thus will be first author of any articles arising from the dissertation.

- **Patents.** Any inventions created as part of staff or student work at CETE will be the property of the Kansas University Center for Research (KUCR). It would be unusual (though not impossible) for a research assistant to provide the necessary contribution to be listed as a co-inventor. The University of Kansas is often willing to license inventions for commercial purposes, in which case the inventors might share in royalties.
- **Confidentiality.** All state assessment materials and related data are confidential. Student names and information associated with any of the data are not to be disclosed and should not be used in any context outside of CETE. Similarly, assessment materials are not to be, under any circumstance, dispersed or shared with anyone outside of CETE and materials are to remain within the secured premises of CETE at all times. All staff and research assistants will be required to sign a confidentiality statement in which they promise to protect the confidentiality of student test results and testing materials.

Additionally, all staff and research assistants who work on the Kansas assessments must understand that the security of test materials must be maintained at all times. Test materials may not be removed from the secure CETE area; no copies may be made of tests or test items either on paper or electronic media; tests or test items should not be sent via email; and the content of specific tests or items may not be shared with outside parties. If your work requires you to work with and then dispose of test items, please use the shredding bins located in the center. CETE is in the process of developing a test security handbook for all staff.

- **Human Subjects.** Any research conducted at CETE must adhere to the APA Guidelines for the Ethical Treatment of Human Participants in Research and must have prior approval from the KU Institutional Review Board and the Human Subjects Committee for the Lawrence Campus (HSCL), prior to the conduct of any data collection or contact with prospective participants. To this end, incoming graduate students must complete the University of Kansas Human Subjects Protection tutorial prior to beginning work at CETE.

Compliance. Failure to comply with the Confidentiality and Human Subjects clauses put the laboratory, the department, and the institution at severe risk. Individuals who fail to comply are subject to immediate dismissal from CETE, possible litigation, charges of academic misconduct, and possibly disbarment from the conduct of future research.



GRAs are required to complete the tutorial every 3 years at http://www.rcr.ku.edu/hsc1/hsp_tutorial/001.shtml

International Students. In conjunction with the university's educational environment, international students are encouraged to refine their English language skills by speaking English while at the Center. Below are a couple of resources that students may find helpful in working on these skills.

English Club ESL: www.ku.edu/students/orgs/English_9442.html

- **Purpose:** Facilitate English fluency for speakers of English as a second language, with a focus on KU students & families, through classes and activities.
- **Contact:** Lanny Maddux (lannym@ku.edu) - Mr. Maddux can help find conversation partners.

Students Tutoring for Literacy: groups.ku.edu/~cco

- **Purpose:** Help native or non-native English-speaking youth and adults obtain their GED, learn English as a second language, read their first book, or fill out a job application.
- **Contact:** stl@ku.edu or cco@ku.edu

Tips for Success

Shared Interests. When your academic and/or research interests match the work activities that take place at the Center, you and the faculty you work with will both profit. You will develop job-related skills and grow as an independent researcher. Your advisor will take satisfaction in your success and will continue making progress in the field.

Personal Interests. Similarly, when graduate students develop a sense of ownership over their experience at CETE, it can afford many benefits. For instance, you are encouraged to develop your own research interests, ideas, and goals while working at CETE. Student research ideas often lead to a project or paper that can be presented at conferences, published as a research article, or both.

Work Ethic. Graduate students who display a strong work ethic will benefit from a greater potential to develop and learn through experience and advancement toward a leadership role on research projects, as well as future research positions. Therefore, making the most of your experience at CETE will involve demonstrating a strong work ethic.

Involvement. Furthermore, you will want to stay involved in CETE activities and strive to learn as much as you can throughout your work experience. This will involve attending GRA meetings, sharing with others the work that you have been doing as well as finding out what others are doing, volunteering to assist and lead research projects, and taking on projects and tasks that are difficult and/or arduous. You will also want to get to know your office mates and co-workers. Each semester CETE tries to have a social gathering, picnic-type event.



Collaboration. Finally, collaborate with your fellow students both professionally and academically. Fellow students can be a great resource for questions and concerns about work-related issues as well as student-related issues.

Previous CETE GRAs – Where are they Now?

- **Jeffrey Kelly**, Ph.D. – Director of Psychometrics, ATI – Assessment Technology Institute
- **William Moore**, Ph.D. – Director, Institute for Research and Reform in Education, KCMO
- **Roger Peckover**, Ph.D. – Professor, St. Mary’s University, Winona, Minnesota
- **Cheryl Randall**, Ph.D. – Assessment Coordinator, Kansas State Department of Education
- **Julia Shaftel**, Ph.D. – Research Associate, Center for Educational Testing and Evaluation
- **Xiangdong Yang**, Ph.D. – Associate Professor, East China Normal University, Shanghai, China
- **Brooke Nash** – Assessment Technology Institute

New to Lawrence? Some Helpful Links

KU Website Links:

Graduate Studies: Student Resources

www.graduate.ku.edu/04-00_abt_stu_resources.shtml

- Includes links to academic information, campus resources such as the writing center, KU resources such as graduate student organizations and international student and scholar services (ISSS), housing and dependent care services, and many other community resources.

Center for Educational Testing and Evaluation (CETE)

www.cete.us

Educational Psychology and Research Program

soe.ku.edu/epr/

Community Website Links:

Lawrence Public Transit (The T)

www.lawrencetransit.org

News and Local Forums

www.larryville.com

Lawrence Public Schools

www.usd497.org

Lied Center at KU

www.lied.ku.edu/

Wikipedia Entry

en.wikipedia.org/wiki/Lawrence,_Kansas

Lawrence Newspaper

www2.ljworld.com/

Community Events

www.visitlawrence.com/

Parks and Recreation

www.lawrenceks.org/lprd/index.php

Facebook Page

www.facebook.com/pages/Lawrence-KS/Lawrence-KS/57192293338

