



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
**Agreement between the
 School Board of Palm Beach County
 and Assessment Training Institute, Inc.
 (ATI)**

901015059

AGENDA ITEM NUMBER	BOARD MEETING DATE March 16, 2005	
CONTACT Alison Adler, Ed. D.	PX	50900
SCHOOL / DEPARTMENT Department of Safe Schools		

THIS AGREEMENT is entered into this seventeenth day of March, 2005 by and between the SCHOOL BOARD OF PALM BEACH COUNTY, hereinafter referred to as "Board" and ATI, hereinafter referred to as "Consultant".

WHEREAS, the Board desires to enter into this Agreement with the Consultant, providing, among other things, for the Consultant's services to the Board; and

WHEREAS, the Consultant desires to enter into this Agreement with respect to his/her (hereinafter his) services to the Board, upon the terms and conditions hereinafter set forth.

WHEREAS, the Consultant is specially trained and possesses the necessary skills, experience, education and competency, and licenses or credentials to perform the required services.

NOW, THEREFORE, the Board and the Consultant agree as follows:

1. TERM

The term of this Agreement shall commence on June 2, 2005 and shall end on June 8, 2005.

2. RESPONSIBILITIES OF CONSULTANT

A. The Consultant shall perform the following services:

Consultant will perform plenary session and conduct team sessions at the 4th Annual Education Conference on Single School Culture.
Consultant will also provide a train-the-trainers workshops for our Learning Team Facilitators so they may train their schools on assessment literacy.

B. Time, date, and location of services:

June 2 - 8, 2005, 8:00 a.m. - 4:00 p.m. - Safe Schools Institute

3. CONSULTANT BACKGROUND INFORMATION

Education See Attached Vita

Position and Address Rick Stiggins, President, 317 S.W. Alder Street, #1200, Portland, OR 97204

Target Group/School/Department District staff; and other state personnel

Approximate Number to be Served 750

4. EVALUATION/FOLLOW-UP METHOD

Evaluation of the Consultant shall be provided by Alison Adler, Ed.D., Chief, Safety and Learning Environment
TITLE OF THE CONSULTANT'S SUPERVISOR
 of the District at regular intervals and in accordance with the attached evaluation tool, Exhibit "A".

FINANCIAL IMPACT

The financial impact is \$35,080.00 The source of funds is PEW Foundation Grant

IA	FUND	FUNCTION	OBJECT	LOCATION	PROJECT	PROGRAM	GL
	426	6402	3101	9010	6417		

5. COMPLIANCE WITH POLICIES AND LAWS

The Consultant shall comply with all current School Board of Palm Beach County's Policies. The School Board's policies are located at <http://www.palmbeach.k12.fl.us/> or www.schoolboardpolicies.com and are incorporated herein. It shall be the Consultant's responsibility to comply with all School Board Policies as they may be modified from time to time during the term of this Agreement. The Consultant shall abide by all applicable federal, state and local laws.

6. **COMPENSATION**

A. The School Board shall pay the Consultant the maximum sum of *(write out amount)*

Thirty-Five Thousand Eighty Dollars

(\$ 35,080.00), for a maximum of _____ hours which is based upon the following rate schedule.

Daily Rate: _____ Half Day Rate: _____ Hourly Rate: _____ Flat Rate: \$35,080.00

I grant permission for any or all parts of this presentation to be videotaped. ☒ Yes ☐ No

B. No payment shall be made unless and until the Board verifies that all services for which payment is requested have been fully and satisfactorily performed. The Consultant shall submit to the Board any documentation necessary to substantiate the full and satisfactory performance of the services for which payment is requested. The administrator who will verify the services have been performed and approve the invoice is:

Alison Adler, Ed.D., Chief, Safety and Learning Environment

7. **CONFIDENTIALITY OF STUDENT RECORDS**

The Consultant is subject to all School District obligations relating to compliance with student records confidentiality laws. By signing this Agreement, the Consultant acknowledges and agrees to comply with the Family Educational Rights and Privacy Act (FERPA) and all State and Federal Laws relating to the confidentiality of student records.

☒ Consultant will not receive student information.

☐ Consultant will receive student information and *Release or Transfer of Student Information* (PBSD 0313) will be completed prior to Consultant receiving student information.

☐ Consultant will receive student information. Since parental consent will not be obtained and Consultant has legitimate educational interests in the information, Consultant shall hereby be deemed an "other school official" in accordance with School Board Policy 5.50 and shall enter into the Addendum concerning student information (Exhibit C) which is attached hereto and incorporated herein.

8. **BACKGROUND CHECKS/FINGERPRINTING**

The School District shall screen applicants and shall be governed by Fl. Stat. § 1012.32(2)(a) [§ 231.02(2)(a)]. The Consultant agrees to submit to a background check and fingerprinting by the School District's Police Department at the sole cost of the Consultant. The Consultant shall not begin providing services contemplated by this Agreement until clearance by the School District. The School Board shall not be liable for rejection of the Consultant on the basis of these compliance obligations. The Consultant agrees that neither the Consultant, nor any employee, agent or representative of the Consultant who has been convicted or who is currently under investigation for a crime against children in accordance with § 435.04, Florida Statutes will enter onto any school site.

9. **INDEPENDENT CONTRACTOR**

The Consultant is, for all purposes arising under this Agreement, an independent contractor. The Consultant and its officers, agents or employees may not, under any circumstances, hold themselves out to anyone as being officers, agents or employees of the Board. No officer, agent or employee of the Consultant or Board shall be deemed an officer, agent or employee of the other party. Neither the Consultant nor Board, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime, retirement benefits, workers compensation benefits, injury leave, or other leave benefits.

10. **OWNERSHIP**

A. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, and other materials produced by the Consultant under this Agreement shall be the sole and exclusive property of Board. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by the Consultant in the United States or in any other country without the express written consent of Board.

B. Board shall have unrestricted authority to publish, disclose, distribute and otherwise use, copyright or patent any such materials produced by the Consultant under this Agreement.

11. **INDEMNIFICATION/HOLD HARMLESS**

The Consultant shall, in addition to any other obligation to indemnify the Palm Beach County School Board and to the fullest extent permitted by law, protect, defend, indemnify and hold harmless the School District, their agents, officers, elected officials and employees from and against all claims, actions, liabilities, losses (including economic losses), costs arising out of any actual or alleged bodily injury, sickness, disease or death, or injury to or destruction of tangible property including the loss of use resulting there from, or any other damage or loss arising out of, or claimed to have resulted in whole or in part from any actual or alleged act or omission of the Consultant, or anyone

directly or indirectly employed by them, or of anyone for whose acts any of them may be liable in the performance of the work; or violation of law, statute, ordinance, governmental administration order, rule or regulation in the performance of the work; claims or actions made by the Consultant or other party performing the work. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation or benefits payable by or for Consultant under workers' compensation acts; disability benefit acts, other employee benefit acts or any statutory bar. Any cost or expenses, including attorney's fees, incurred by the Palm Beach County School District to enforce this agreement shall be borne by the Consultant. The Consultant recognizes the broad nature of this indemnification and hold harmless article, and voluntarily makes this covenant for good and valuable consideration provided by the School Board in support of this indemnification in accordance with the laws of the State of Florida. This article will survive the termination of this Agreement.

12. **TRAVEL**

Travel ☐ is ☒ is not allowable for this contract. Estimated travel expense is not to exceed \$0.00 for the term of the contract. The Consultant agrees to submit all necessary documentation and proof of expenses in accordance with F. S. § 112.061 and School Board Policy #6.01. The Consultant further agrees that reimbursement for travel must be submitted on travel reimbursement forms with the rates determined by F.S. § 112.061 and School Board Policy 6.01 and must be authorized by the appropriate administrator(s).

13. **AMENDMENT**

This Agreement may be amended only with the mutual consent of the parties. All amendments must be in writing and must be approved by the School Board.

14. **ASSIGNMENT**

Neither the Consultant nor the Board may assign or transfer any interest in this Agreement without the prior written consent of the other party.

15. **GOVERNING LAW AND VENUE**

This Agreement shall be construed in accordance with the laws of the State of Florida. Any dispute with respect to this Agreement is subject to the laws of Florida, venue in Palm Beach County, Florida. The prevailing party shall be entitled to attorney's fees and costs incurred as a result of any action or proceeding under this agreement. Each Party shall be responsible for its own attorney's fees.

16. **TERMINATION**

The Board reserves the right to terminate this contract at any time and for any reason, upon giving thirty (30) days notice to the other party. If said contract should be terminated for convenience as provided herein, the Board will be relieved of all obligations under said contract and the Board will only be required to pay that amount of the contract actually performed to the date of termination with no payment due for unperformed work or lost profits. In the event School Board determines that the Consultant's services are not being performed as agreed upon, the Consultant shall be deemed to be in default and the School Board reserves the right to cancel this contract with five (5) days notice and to withhold all monies due the Consultant until such time as the Board, in its sole discretion shall determine whether to have the contract services completed by others or to cease obtaining the services. In the event that the Board determines to have the contract completed by others, the Consultant shall be liable for any costs of completion in excess of that called for in this contract. In the event that the Board determines not to have the contract completed by others, the Consultant shall be paid for the services that it satisfactorily performed prior to the termination but, in no event, shall the Consultant be paid for any work not actually performed or for lost profits.

In the event that it is determined that a termination for cause was unjustified, the termination shall be deemed a termination for convenience and the Consultant shall be entitled to payment only for work actually performed prior to the termination and to any additional sums.

17. **MINORITY STATUS**

The School District strongly encourages active minority/women business enterprise participation with all professional services. The Consultant certifies that:

This business is minority owned and operated (minimum 51%) ☐ Yes ☒ No

If a consultant not representing a firm, I am a minority. ☐ Yes ☒ No

If either statement above was checked yes, please indicate minority group.

☐ Black or African American ☐ Asian ☐ Native Hawaiian or Other Pacific Islander ☐ Hispanic or Latino
☐ American Indian or Alaskan Native ☐ Disabled ☐ White Female ☐ Other

18. **LEGAL REVIEW**

The parties hereto represent that they have reviewed the Agreement and have sought legal advice concerning the legal significance and ramifications of the provisions contained herein.

19. NOTICES

Any notice permitted or required under this Agreement shall be in writing and signed by the party giving or serving the same, and shall be served either by personal delivery or certified mail to the following persons and at the following addresses:

Consultant: (Add Consultant's address)

Assessment Training Institute, Inc. (ATI)
317 S.W. Alder Street, #1200
Portland, OR 97204

SCHOOL BOARD OF PALM BEACH
COUNTY, FLORIDA
Purchasing Department
3300 Forest Hill Boulevard, Suite A 323
West Palm Beach, Florida 33406

20. MANDATORY CONTRACT DOCUMENTS

This Agreement includes the terms and conditions set forth in this document, and set forth in the following additional documents attached hereto and incorporate herein: (approval will not be granted without these mandatory attachments)

- "Exhibit A" - Provide consultant evaluation
"Exhibit B" - Beneficial Interest and Disclosure of Ownership Affidavit (PBSD 1997)

NOW, THEREFORE, the parties hereto have affixed their signatures on the day and year first above written.

This contract was recommended for approval by:

Kimberly Hall 2-4-05
SIGNATURE OF LEGAL SERVICES DESIGNEE DATE
Kimberly Hall
PRINT NAME
Alison Adler
SIGNATURE OF CHIEF OFFICER DATE
Alison Adler, Ed.D. Chief, Safety and Learning Environment
PRINT NAME

Ann Killets
SIGNATURE OF PRINCIPAL / DIRECTOR DATE
Ann Killets
PRINT NAME
Ann Killets 2-7-05
SIGNATURE OF APPROPRIATE ASSOCIATE / AREA / ASSISTANT SUPERINTENDENT DATE
PRINT NAME

The School Board of
Palm Beach County, Florida

Consultant

By: _____
THOMAS E. LYNCH
CHAIRMAN
DATE _____

Attest: _____
By: _____
ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT
DATE _____

Witnesses: (Two are required)

SIGNATURE

PRINT NAME

SIGNATURE

PRINT NAME

PBSD 1420 (Rev. 12/03/2004)

Assessment Training Institute, Inc. (ATI)
PRINT CONSULTANT NAME
X Stephen Chappuis
SIGNATURE
1/21/04
DATE
Stephen Chappuis, ATI
PRINT NAME

Witnesses: (Two are required)

X Windy Dotson
SIGNATURE
WINDY DOTSON
PRINT NAME
X Laura Camacho
SIGNATURE
Laura Camacho
PRINT NAME

VITA

RICHARD J. STIGGINS

CURRENT PROFESSIONAL RESPONSIBILITIES

Founder and President, Assessment Training Institute, Inc.
317 S.W. Alder Street, Suite 1200
Portland, Oregon 97204
(503) 228-3060, (503) 228-3014, e-mail: ati@assessmentinst.com

Since 1992, ATI has supported teachers as they face the challenges of day to day classroom assessment. I design and present high-quality assessment training for teachers, administrators, and educational policy makers across the nation, and consult with state departments of education, higher education institutions, school districts, and schools in the development and implementation of policies and practices that promote student well-being through sound assessment.

PROFESSIONAL DEVELOPMENT

- | | |
|---------------------|--|
| Visiting
Scholar | College of Education, Stanford University, 1984
Stanford, California |
| Ph.D. | Michigan State University
East Lansing, Michigan
1972, Major: Educational Measurement and Evaluation |
| M.S. | Springfield College
Springfield, Massachusetts
1969, Major: Industrial Psychology |
| B.A. | State University of New York
Plattsburgh, New York
1968 (cum laude) Major: Psychology |

PREVIOUS RESEARCH AND DEVELOPMENT EXPERIENCE

- | | |
|-------------|--|
| 1998- Pres. | Founder and President, The Assessment Training Institute Foundation, a private nonprofit classroom assessment research foundation. |
| 1986-92 | Director, Center for Classroom Assessment, Northwest Regional Educational Laboratory, Portland, Oregon: conducted classroom assessment research and translated results into comprehensive multimedia training programs for teachers and instructional leaders. |
| 1979-86 | Director, Center for Performance Assessment, Northwest Regional Educational Laboratory, Portland, Oregon: directed research, development and training program on design and development of performance assessments as applied in all school contexts. |
| 1975-79 | Director of Test Development, The American College Testing Program (ACT), Iowa City, Iowa: directed staff of 20 responsible for development |

of and quality control research on all measurement instruments used in ACT proprietary and contract testing programs.

1973-75 Coordinator of Educational Research and Evaluation, Edina (Minnesota) Public Schools: public school testing, research, and program evaluation.

1972-73 Assistant Professor, School of Teacher Education, Michigan State University: research and evaluation in teacher education.

FACULTY APPOINTMENTS

1998 Visiting Professor, Graduate School of Education, University of Southern Maine, Gorham

1982-92 Graduate School of Professional Studies, Lewis and Clark College, Portland, Oregon

1973-75 Assistant Professor, Department of Psychological Foundations, School of Education, University of Minnesota, Minneapolis, Minnesota

1972-73 Assistant Professor, College of Education, Michigan State University, East Lansing, Michigan

1968-69 Instructor, Psychology Department, Springfield College, Springfield, Massachusetts

CONSULTATION AND PROFESSIONAL SERVICES

Consulted with White House education advisors, as well as educational policy makers in the states of California, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kentucky, Maine, Maryland, Michigan, Nebraska, Ohio, Oregon, Vermont, Washington and Wisconsin

Over the past 20 years, have offered over a thousand seminars, workshops, and conference presentations to tens of thousands of teachers, administrators and educational policy makers in all fifty states, all Canadian provinces, and England, Switzerland, and the Federated States of Micronesia

Have been invited to present to the faculties of the following universities: Boise State, British Columbia, Hawaii, Florida State, Michigan, Nebraska, Illinois, Indiana, Iowa, Oregon, Oregon State, Pittsburg, South Carolina, Stanford, UCLA, Southern California, Southern Maine, Virginia, Washington, Washington State, and Wisconsin

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
AERA Special Interest Group on Classroom Assessment
Association for Supervision and Curriculum Development (ASCD)
National Council on Measurement in Education
National Staff Development Council
Washington Educational Research Association (WERA)
National Staff Development Council (NSDC)

AWARDS AND RECOGNITION

Washington Educational Research Association Art Maser Service Award, 1992
Oregon ASCD Excellence in Education Award, 1992
National Council on Measurement in Education Award for Outstanding Dissemination of Educational Measurement (2000)
California Superintendents of County Offices of Education Association Award for Outstanding Professional Publication (Student-Involved Classroom Assessment Textbook, 2003)

PUBLICATIONS

Journal Articles (ordered chronologically)

- Johnson, S.W. & Stiggins, R.J. (1969). Cross-cultural study of needs and values. *Acta Psychologica*, 31, 277-284.
- Huber, R.J. & Stiggins, R.J. (1970). Double-aspect perception and social interest. *Perceptual and Motor Skills*, 30, 387-392.
- Stiggins, R.J. (1975). An alternative to blanket standardized testing. *The Journal of the National Education Association*, March-April, #38-40. (Reprinted in B. Gross, *Teaching Under Pressure*, Santa Monica, California: Goodyear Publishing Company, 1979; and in *Standardized Testing Issues: Teacher's Perspectives*, Washington, D.C.: National Education Association, 1977.)
- Stiggins, R.J. (1975). Predicting mastery of reading skills using norm-referenced readiness data in kindergarten. *Minnesota Reading Quarterly*, 20(2), 60-65.
- Stiggins, R.J. (1975). The use of sampling procedures in the districtwide testing program. *NCME Measurement News*, 18, 7-8.
- Englehard, P., Jones, L.O., & Stiggins, R.J. (1976). Developmental trends in counselor attitudes regarding sex bias. *Journal of Counseling Psychology*, 23(4), 376-372. (Reprinted in *Pupil Personnel Services Journal*, Minnesota Department of Education, 1976, 5(2), 1-11; and in L. S. Hansen and R. S. Rapoza-Blocher, *Career Development and Counseling of Women*, Charles C. Thomas Publishing Company, 1977).
- Stiggins, R.J. (1978). Current priorities and practices in the assessment of affective outcomes in secondary schools. *National Association of Secondary School Principals Bulletin*, 62(412), 5-10.
- Stiggins, R.J., Schmeiser, C.B., & Ferguson, R.L. (1978). Validity of the ACT Assessment as an indicator of reading ability. *Applied Psychological Measurement*, 3(2), 339-348.
- Stiggins, R.J. (1982). An analysis of the dimensions and testing of job-related reading. *Reading World* (Journal of the College Reading Association), 21(3), 237-247.
- Stiggins, R.J. (1982). An analysis of direct and indirect writing assessment procedures. *Research in the Teaching of English*, 16(2), 101-114. Reprinted in A. Purves (ed.) *Evaluation in Education: An International Review Series*, 1982, 5(3), 347-357.

- Stiggins, R.J. & Bridgeford, N.J. (1983). An analysis of published tests of writing proficiency. *Educational Measurement: Issues and Practice*, 2(1), 6-29.
- Stiggins, R.J. (1985). The challenge of measuring artistic performance. *Design for Arts Education*, 87(1), 40-43.
- Stiggins, R.J. (1985). Improving assessment where it means the most: In the classroom. *Educational Leadership*, 43(2), 69-74.
- Stiggins, R.J. & Bridgeford, N.J. (1985). The ecology of classroom assessment. *Journal of Educational Measurement*, 22(4), 271-286.
- Stiggins, R.J. & Bridgeford, N.J. (1985). Performance assessment for teacher development. *Educational Evaluation and Policy Analysis*, 7(1), 69-74.
- Stiggins, R.J., Backlund, P.M., & Bridgeford, N.J. (1985). Avoiding bias in the assessment of communication skills. *Communication Education*, 34, 135-141.
- Duke, D.L. & Stiggins, R.J. (1985). Evaluating the performance of principals. *Educational Administration Quarterly*, 21(4), 71-98.
- Stiggins, R.J. (1986). Teacher evaluation: Accountability and growth systems--different purposes. *National Association of Secondary Principals Bulletin*, 70(490), 51-58.
- Stiggins, R.J., Conklin, N.F., & Bridgeford, N.J. (1986). Classroom assessment: A key to effective education. *Educational Measurement: Issues and Practice*, 5(2), 5-17.
- Bridgeford, N.J. & Stiggins, R.J. (1986). Promoting classroom assessment in the arts. *Design for Arts Education*, 88(1), 40-42.
- Stiggins, R.J. (1987). Design and development of performance assessments. *Educational Measurement: Issues and Practice*, 6(3), 33-42.
- Stiggins, R.J. (1988). Revitalizing classroom assessment: The highest instructional priority. *Phi Delta Kappan*, 69(5), 363-368.
- Stiggins, R.J. (1988). Make sure your teachers understand student assessment. *The Executive Educator*, 10(8), 24-30.
- Stiggins, R.J. (1988). The case for classroom assessment of thinking skills. *Teaching Thinking and Problem Solving*, 10(4), 7-10.
- Stiggins, R.J. & Nickel, P. (1988). The teacher evaluation profile: A technical analysis. *Journal of Personnel Evaluation in Education*, 2, 151-165.
- Stiggins, R.J. (1989). A commentary on the role of student achievement data in the evaluation of teachers. *Journal of Personnel Evaluation in Education*, 3, 7-15.
- Stiggins, R.J., Frisbie, D.A., & Griswold, P.A. (1989). Inside high school grading practices: Building a research agenda. *Educational Measurement: Issues and Practice*, 8(2), 5-14.

- Stiggins, R.J., Griswold, M.M., & Wikelund, K.R. (1989). Measuring thinking skills through classroom assessment. *Journal of Educational Measurement*, 26(3), 233-246.
- Stiggins, R.J. (1990). Toward a relevant classroom assessment research agenda. *The Alberta Journal of Educational Research*. 36(1), 92-97.
- Stiggins, R.J. (1991). Assessment Literacy. *Phi Delta Kappan*. 72(2), 534-539. (Article subsequently translated into Chinese and Japanese assessment journals.)
- Stiggins, R.J. (1991). Facing the Challenges of a New Era of Educational Assessment. *Applied Measurement in Education*, 4(4), 263-274. (Reprinted in Utah ASCD, Theories and Practices in Supervision and Curriculum. 3(1), 6-11, 1992).
- Stiggins, R.J. (1992). High-quality classroom assessment: What does it really mean? *Educational Measurement: Issues and Practice*, 11(2), 35-39.
- Stiggins, R.J. (1993). Two disciplines of educational assessment. *Measurement and Evaluation in Guidance and Development*, 26(1), 93-104.
- Stiggins, R.J. (1995). Professional development: The key to a total assessment environment. *NASSP Bulletin*, 79(573), 11-19.
- Stiggins, R.J. (1997). Dealing with the practical matter of quality performance assessment. *Measurement in Physical Education and Exercise Science*, 1(1), 5-18.
- Stiggins, R.J. (1998) Barriers to sound assessment. *The School Administrator*, 55, 6-8. Reprinted in condensed form in *The Education Digest*, 1999, 64(6), 25-29.
- Stiggins, R.J. (1999) Evaluating classroom assessment training in teacher education programs. *Educational Measurement: Issues and Practice*, 1999 18(1), 23-27.
- Stiggins, R.J. (1999) Are you assessment literate? *High School Magazine*, 6(5), 20-23.
- Stiggins, R.J. (1999) Teams. *Journal of Staff Development*, 20(3), 17-21.
- Stiggins, R.J. (1999) Assessment, student confidence and school success. *The Phi Delta Kappan*, 81(3) 191-198.
- Stiggins, R.J. (2000) Learning teams for assessment literacy. *Orbit*, a journal of Ontario Institute for Studies in Education, University of Toronto, 30(4), 5-7.
- Stiggins, R.J. (2001) Guest editor of special issue on assessment of the *National Association of Secondary School Principals Bulletin*. 85(621). Also authored article entitled, The principal's leadership role in assessment. pp. 13-26.
- Stiggins, R.J. (2001) The unfulfilled promise of classroom assessment. *Educational Measurement: Issues and Practice*, 20(3), 5-15.

Books and Chapters (ordered chronologically)

- Stiggins, R.J. (1972). *Student Evaluation Guide to Accompany Human Dynamics in Psychological Education*, Don E. Hamacheck (ed.), Allyn-Bacon.
- Stiggins, R.J. (1978). The assessment of knowledge in the evaluation of clinical competence. Chapter 6 in M. K. Morgan and D. M. Irby, *Evaluating Clinical Competence in the Health Professions*, St. Louis: C. V. Mosby.
- Stiggins, R.J. & Ferguson, R.L. (1978). *Promoting Student Learning in College by Adapting to Individual Differences in Educational Cognitive Style*. A monograph published by The American College Testing Program, Iowa City IA.
- Spandel, V.L. & Stiggins, R.J. (1980). *Direct Measures of Writing Skill: Issues and Applications*. Portland OR: Northwest Regional Educational Laboratory. (Revised edition published November 1981)
- Anderson, B.L., Stiggins, R.J. & Hiscox, S.B. (1980). *Guidelines for Selecting Basic Skills and Life Skills Tests*. Portland OR: Northwest Regional Educational Laboratory.
- Stiggins, R.J. (1982). A status report on writing assessment. A chapter in Cronnell, B. and Michael, J. (Eds.) *Writing: Policies, Problems and Possibilities*. Los Alamitos CA: SWRL Educational Research and Development. pp. 137-158.
- Stiggins, R.J. (1984). *Evaluating Students Through Classroom Observation*. Washington DC: National Education Association (reprinted in 1986).
- Stiggins, R.J. & Bridgeford, N.J. (1986). Student evaluation. Chapter 17 in R. Berk (ed.) *Performance Assessment*. Baltimore MD: Johns Hopkins University Press, pp. 469-491.
- Stiggins, R.J., Quellmalz, E. & Rubel, E. (1986). *Assessing Higher-order Thinking Skills in the Classroom: A Teacher's Handbook*. Washington DC: National Education Association. (Revised edition published in 1988)
- Duke, D.L. & Stiggins, R.J. (1986). *Teacher Evaluation: Five Keys to Growth*. Washington DC: Joint publication of the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National Education Association.
- Stiggins, R.J. (1988). The case for changing teacher evaluation to promote school improvement. Chapter in E. Hickcox (ed.) *Making a Difference through Performance Appraisal*. Toronto, Ontario, Canada: Ontario Institute for Studies in Education.
- Stiggins, R.J. & Duke, D.L. (1988). *Research on Teacher Evaluation: The Case for a Commitment to Teacher Growth*. Albany NY: State University of New York Press.
- Duke, D.L. & Stiggins, R.J. (1990). Beyond minimum competence: Evaluation for professional development. Chapter 9 in L. Darling-Hammond and J. Millman (eds.) *Handbook for the Evaluation of Elementary and Secondary Teachers*. Newbury, CA: Sage Publications.

- Spandel, V.L. & Stiggins, R.J. (1990). *Creating Writers: Linking Assessment and Writing Instruction*. White Plains, NY: Addison-Wesley/Longman.
- Stiggins, R.J. (1990). Student achievement: Classroom assessment by teacher. A chapter in Husen, T. and Postlethwaite, T. M. (eds.) *International Encyclopedia in Education, Supplementary Volume 2*. Oxford, England: Pergamon Press.
- Stiggins, R.J. & Plake, B. (eds.) (1991). Performance Assessment. A special issue of the journal *Applied Measurement in Education*. Hillsdale, NJ: Lawrence Earlbaum Assoc.
- Stiggins, R.J., & Conklin, N.F. (1992). *In Teachers Hands: Investigating the Practices of Classroom Assessment*. Albany, NY: SUNY Press.
- Stiggins, R.J. (1992). Making assessment training relevant for teachers. In Bateson, D.J. (ed), *Classroom Teaching in Canada*. Vancouver, B.C.: Center for Applied Studies in Evaluation, Univeristy of British Columbia.
- Stiggins, R.J. (1992). The key to unlocking high-quality performance assessment. A chapter in Bamburg, J.D. (ed.) *Assessment: How Do We Know What They Know?* Union WA: Washington ASCD, pp. 19-23.
- Arter, J. & Stiggins, R.J. (1993) Measurement and Evaluation Competencies for Principals. A chapter in Thompson, S.D. (ed.) *Performance Domains of the Principalship*. Fairfax VA: National Policy Board for Educational Administration.
- Stiggins, R.J. (1993). Teacher Training In Assessment. A chapter in Wise, S.L. (Ed.) *Teacher Training in Measurement and Assessment Skills*. Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska-Lincoln.
- Stiggins, R.J. (1994). *Student-Centered Classroom Assessment*. Columbus OH: Merrill.
- Stiggins, R.J. (1995). Assessment Literacy for the 21st Century. *Phi Delta Kappan*. 77(3), 238-245.
- Stiggins, R.J. (1995) Assessment as a School Improvement "Innovation?" A chapter in Block, J.H., Everson, S.T. and Guskey, T.R.(eds.) *School Improvement Programs*. New York: Scholastic, pp. 11-128.
- Stiggins, R.J. (1997). *Student-Centered Classroom Assessment, 2nd Edition*. Columbus, OH: Merrill Education, an imprint of Prentice Hall
- Spandel, V.L. & Stiggins, R.J. (1997). *Creating Writers: Linking Assessment and Writing Instruction, 2nd Edition*. New York, NY: Addison-Wesley/Longman.
- Busick, K.U. & Stiggins, R.J. (1997). *Making Connections: Case Studies for Student-Centered Classroom Assessment, 2nd Edition*. Portland, OR: Assessment Training Institute, Inc.
- Stiggins, R.J. & Knight, T. (1997). *But Are They Learning? A commonsense parents' guide to assessment and grading in schools*. Portland, OR: Assessment Training Institute, Inc.

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Video Training Materials Developed

- NWREL Classroom Assessment Training Program for Teachers* (a 14-workshop introductory video course). Portland OR: Northwest Regional Educational Laboratory, 1988-91.
- Assessment Training Institute Classroom Assessment Videos* (a 7-workshop series for teachers, administrators and policy makers). Portland, OR: Assessment Training Institute, developed 1993-2001.
- The Educator's Edge* (a 5-video classroom assessment training series for teachers broadcast nationally) Phoenix AZ: National School Conference Institute, 1997-98.
- Assessment to Improve Student Learning* (a graduate assessment course on video) Los Angeles CA: Cantor and Associates, 1998-99.
- Balancing Standardized and Classroom Assessment*. A public service video produced for the Washington Office of the Superintendent of Public Instruction, Olympia WA, 2000.
- Leadership for Excellence in Assessment*. A professional development video produced for the Nebraska Department of Education, Lincoln NE, 2000.