

APPENDIX B

PICTURE OF LOUIS XIV



Image of Louis XIV (Burke, 1992, p. xiv) used by Christy Evans in her 300 level course, spring 2000.

APPENDIX C

DISTRIBUTIONS OF SALARIES BY GENDER AND ETHNICITY AT MIDWESTERN
UNIVERSITY

APPENDIX D

TES EVALUATION FORM USED BY THE HISTORY DEPARTMENT, SPRING 2000

Figure 1. TES Evaluation form used by the History Department, spring 2000

Side 1 TEACHER EVALUATION SYSTEM FOR: (Instructor name) See Side 2 for directions. Use pencil only on this side.		Special Instructions For Items Responded I = J = K = L = M =														
1. Class Status Fresh Sophomore Junior Senior Grad	2. When registering what was your opinion about the <small>Positive negative no opinion</small> Instructor Course 1. This course was Specifically required Required but a choice among several Elective	1. Course in: Major Minor Other 5. Sex Male Female	00 - 11 6. Expected Grade A B C D E CODES FOR ITEM USE. C. Campus comparison D. Department Comparison S. Student Publication I: Instructor Feedback	OPTIONAL DEMOGRAPHIC ITEMS <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> </tr> <tr> <td style="text-align: center;">①</td> <td style="text-align: center;">①</td> </tr> <tr> <td style="text-align: center;">②</td> <td style="text-align: center;">②</td> </tr> <tr> <td style="text-align: center;">③</td> <td style="text-align: center;">③</td> </tr> <tr> <td style="text-align: center;">④</td> <td style="text-align: center;">④</td> </tr> <tr> <td style="text-align: center;">⑤</td> <td style="text-align: center;">⑤</td> </tr> </table>	A	B	①	①	②	②	③	③	④	④	⑤	⑤
A	B															
①	①															
②	②															
③	③															
④	④															
⑤	⑤															
Items 1 and 2 have a common scale																
		5	4	3	2	1										
1. Rate the instructor's overall teaching effectiveness	C	Exceptionally high			Exceptionally Low											
2. Rate the overall quality of this course	C	Exceptionally high			Exceptionally Low											
3. How would you rate instructional material used in this course?	D	Excellent			Poor											
4. The grading procedures for this course were	D	Very fair			Unfair											
5. How did examination questions reflect content and emphasis of the course?																
6. How much you learned in this course	D	Well related			Related very little											
7. Do you feel course objectives were accomplished?	D	A great deal			Very little											
8. Would you recommend this course to other students?	D	Yes, to a great extent			Very little											
9. Did the course increase your interest in the subject matter?	D	Highly recommend			Not recommend											
10. Was the instructor a good speaker?	D	Yes, greatly			Not, not much											
11. The instructor knowledge of the subject was:	D	Yes, very good			No, rather poor											
12. Was the instructor enthusiastic about teaching?	D	Excellent			Poor											
13. How would you characterize the instructor's ability to explain?	D	Very enthusiastic			Very unenthusiastic											
14. The instructor seemed well prepared for classes	D	Excellent			Very poor											
15. The instructor was conscientious about his/her instructional responsibilities	D	Yes, always			Not, seldom											
16. The instructor stimulated my intellectual curiosity		Strongly agree			Strongly disagree											
17. Describe your instructor's attitude towards students	D	Almost always			Not, seldom											
18. Has your ability to express your ideas in writing being strengthened?	D	Friendly			Unfriendly											
19. How relevant were films and audiovisual materials to course objectives?	D	Yes, definitively			No, not at all											
20. How well did examination questions reflect content and emphasis of the course?	D	Very relevant			Very irrelevant											
21. How difficult was the course material	D	Well related			Poor related											
22. Can you know identify main points and central issues in this field?	D	Too difficult			Rather easy											
23. I felt this course had value for me as a person	D	Yes, clearly			Not very well											
24. Compared to other courses, how much effort did you put into this course?	D	Strongly agree			Strongly disagree											
25. I kept up with the work in this course?	D	Much more			Much less											
	D	Strongly agree			Strongly disagree											

APPENDIX E

HISTORY DEPARTMENT SUPPLEMENTARY EVALUATION FORM

Course number _____

Instructor _____

SUPPLEMENTARY HISTORY TES FORM

Which class readings did you find more valuable? Why?

Which class readings did you consider to be a waste of time? Why?

What does the teacher in this class do that you'd recommend to other teachers?

What does the teacher in this class do that other teachers should avoid?

How has this class changed your view of the subject matter of this course or of historical study in general?

APPENDIX F

FOCUS GROUP INTERVIEW

Focus Group Session

23 students attended the focus group session conducted after students had completed the TES evaluation forms. All students were enrolled in Christy's 300 level course taught during spring 2000.

- Interviewer: What were your expectations when registering for this course?
Student 1: I took the course to fulfill one of my general education requirements
Student 2: Me too,
Interviewer: How many of you also took this course because you needed to fulfill a requirement?
- Eighteen students raised their hand
- Interviewer: Did someone choose to take the course for another reason?
Student 3: Yes, I am an Art Major. I took the course because I am interested in art and art history during the seventeen century.
Student 4: I am a History major, and I thought the topic sounded interesting.
Student 5: Yes, me too.
Interviewer: So, we have 20 of you taking the course because you need to fulfill a requirement and other three because they were interested in the course content.
Interviewer: Did the course fulfill your expectations?
Student 2: I thought the course was going to provide a more in-depth content coverage.
Student 3: I learned about Voltaire and about Moll Flanders, but what I really wanted to learn was about the timeline of events. I wanted to have an understanding of what happened on a particular period of time.
Silence
Student 6: I disagree; I am only a sophomore, and I thought Prof. Evans did quite a good job introducing us to topics and issues, instead of just dates, people, and places.
Student 5: I thought we did learn a lot about that what happened in a particular period of time, some people like to complain but I think that's the student's job, not the teachers' job to go beyond what is taught in the course.
Student six: I agree with Linda, I also think it was a good course
Other eighteen students: I agree too (raising their hands)
Interviewer: Ok. Now, I have some questions about the evaluation forms
Pause: Current forms for evaluating teaching on campus use two different sets of items. The first set includes two global items (as they appear in the blackboard). The other set of items includes a list of behaviors or aspects about the instructor and the course. Because the first two items are general and request from students to grade the instructor and course's overall effectiveness, it is important to know how students respond to these items and how they define "good teaching."
- Pause
- Interviewer: When you have to rate the instructor in these two items, how do you decide how good was the teaching? How do you go on deciding if the instructor was a good teacher?
Student 7: For me a good course is one in which I learn something well. A good teacher is someone who provides you with knowledge that you can take with you
Student 8: I think a good teacher is someone who makes the course enjoyable
Students 9, 10: I agree with that

Student 11: I believe a good course is one, which is made to be interesting. The teacher is good because it makes the course good and slightly challenging.

Student 12: For me, there is good teaching if you learn something

Student 14: I really don't think too much about this when I fill the forms.

Student 15: Me neither

Interviewer: Someone else?

Silence

Interviewer: Ok. When you rate the instructor's overall effectiveness, do you compare her with an ideal of teaching or with other instructors that you have?

Student 2: I compare her with other teachers I had before.

Other six students: Me too, I also compare her with other teachers

Student 7: I compare her with an ideal of what I believe a good teacher should be

Student 10: I think I compare my teachers to what I figure is the best possible -not quite an "ideal" per se, but the kind of teacher I would like to have, that is realistic.

Other 10 students: I also compared her with an ideal.

Interviewer: So, seven of you compare her with other professors that you had before and twelve of you compare her with an ideal,. That makes nineteen, What about the rest of you?

Student 18: I don't know, I don't think about this before

Student 8: I think more about my experience in the course, in what I learned

Student 10: I don't compare her, I decide based on my enjoyment of the course

Student 15: I don't know. I have not thought about this before.

Interviewer: Ok. The evaluation form also includes a series of items in addition to the global open-ended items. It is important to know if these aspects are also important for students, What are the elements or aspects that are important to be included in the forms when asking about good teaching?

What are the elements of good teaching?

Student 3: A good teacher provides you with opportunities to acquire knowledge that you can take with you when you live the course

Other 20 students
Interviewed I agree with that

Student 6: Another aspects of good teaching?

The other 22 students A good teacher grade students fairly

Student 8: I agree with that (raising their hands)

I think a good teacher makes the course enjoyable as opposite to boring. S/he is someone who presents information in a way that motivates students

All other 22 students: I agree with that too (raising hands)

Student 13: A good teacher is available after class

Student 14: I agree with that

Other nine students: Me too

Student 2: A good teacher respect her students

Student 18: I agree

Other 10 students: Me too

Interviewer: Up to now you have identified some aspects that are important to be included in the form when evaluating teaching. Is there any of these aspects more important than the others? Could one or several of these aspects be so important that it will influence your ratings even if the other aspects of good teaching are there? Is there any of these aspects more important than the others? Could one or several of these aspects be so important that it will influence your ratings even if the other aspects of good teaching are there?

Student 16: Yes, fair grading

Student 19: Fair grading, If the teacher did not grade fairly, that would negatively affect my overall view of the teacher.

Other twenty one students: I agree, (raising hands)

Interviewer: Do you consider important for an instructor to be culturally sensitive when framing her course? Should the instructor refine the course depending on different kind of students?

Student 4: No, not really, I think the course is not a cultural course.

Student 17: I am an international student and I don't think the course should adjust to my needs. I don't have any problem with this, he did not liked the course less because it did not included information about my country.

Student 5: No, I think if people take a course, they should be prepared that the course may not be specifically tailored to their interests and needs; it's not fair for the rest of the students to be forced to fit into a cultural agenda just because of a few students.

Interviewer: Do you consider important for instructors to connect class materials with life experiences outside the classroom?

Student 3: Not very important

Student 7: No. especially at this level. if you aren't smart enough to connect it yourself there's something wrong. I do think that history becomes more meaningful when connected with other history, though.

The bell rings

Interviewer: Thank you so much for your valuable comments. In the coming days, I will send you a summary of what we discussed today. So, you can check to be sure I understood your comment, and that I did not miss something important. I may ask you some questions, but it will be just if I need to clarify something. Than you, again.

APPENDIX G

CURRICULUM VITA

CURRICULUM VITA

Edith J. Cisneros-Cohernour

Home

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97150

OBJECTIVE

A challenging position in a university or research institution developing and implementing evaluations of educational programs; teaching courses in educational administration and higher education, research methods, and program evaluation to graduate students, and conducting research on these areas.

EDUCATIONAL EXPERIENCE

University of Illinois at Urbana-Champaign
Dissertation title: The Evaluation of Teaching in
the Context of a Research University:
Meanings, Trade-Offs and Equity Concerns
Dissertation director: Robert E. Stake.
Dissertation Committee: Betty M. Merchant,
Thomas E. Grayson, Paul Thurston, and Robert E.
Stake.

Doctor of Philosophy in Educational
Organization and Leadership, Higher
Education, Administration, Evaluation.
December, 2001

Universidad Autónoma de Yucatán
Thesis advisor: Maria Teresa Mendoza Fernández

Maestría en Educacion Superior (M.Ed.),
Educational Technology and Educational
Administration.
January, 1993

Universidad Autónoma de Yucatán
Advisor: Raul Vallado Peniche.

Licenciatura en Derecho, Titulo de Abogado
(Abog.), Law degree.
April, 1984

OTHER STUDIES

Short workshops on web page design and on-line course development using web-conferencing, 1997, 1998,1999.

FIELDS OF SCIENTIFIC INTEREST

My studies focus on the areas of evaluation, and professional and organizational development. Especially interested in program evaluation, faculty and administrator's evaluation & professional development, organizational learning and the ethical aspects of research & evaluation, I also have a strong interest in qualitative research methodology, evaluation theory, law instruction, and the study of effective teaching for culturally and ethnically diverse children.

GRANTS, AWARDS AND OTHER HONORS

- AERA Committee on the Status of Women, Dissertation award for conducting research in the intersection of gender, race and ethnicity, April 2001
- Programa para el Mejoramiento del Profesorado (PROMEP) , Mexico, 1999-2000.
- Fulbright Fellowship, 1993-1996
- Bagley Scholar, 1995-96; 1996-97; 1997-98.
- Mexican Award for Academic Excellence, 1991.
- Research Grant, Mexican Department of Education, 1991
- Laspau Trustees Grant, Academic Programs for the Americas - Affiliated to Harvard university, Summer Research Grant, 1996
- Tinker Summer Research Grant, summer research grant, 1997.
- Task Force on Student Assessment & Program Improvement, Graduate student representative, University of Illinois at Urbana-Champaign, 1996-97.
- Chair of the Curriculum Evaluation Division, American Evaluation Association, 1998
- Proposal reviewer, 1998 American Educational Research Association Conference, Division L.
- Proposal reviewer, 1999 American Educational Research Association Conference, Division J.
- Proposal reviewer, 2000 American Educational Research Association Conference, Divisions J and G.
- Proposal reviewer, 2001 American Educational Research Association Conference, Divisions J and G
- Proposal reviewer, 2001 American Society of Higher Education, Annual Meeting.
- Proposal reviewer, 2002 American Educational Research Association Conference, Divisions J and G.
- SAGE: Graduate Students for Education, Department representative, 1995-1997.
- CGSE, Graduate Council of Students for Education, Department representative, 1996-97
- University of Illinois Graduate College, conference travel grants 1996, 1997, 1998, 1999, 2000, 2001.

PROFESSIONAL EXPERIENCE

Research Assistant in Evaluation
June 1996-May 2001.

Transition Research Institute at Illinois
University of Illinois at Urbana-Champaign

Examining the quality of evaluation designs in OSERS-funded model transition and rehabilitation programs, designing instruments for identifying needs of technical assistance in evaluation for project demonstration

programs, developing materials in evaluation and performance report writing for project directors, evaluating workshops and conferences organized by the National Transition Alliance for People with Disabilities

Research Assistant in Evaluation
Summer 1997, 1998, 1999, and 2000.

Center for Instructional Research &
Curriculum Evaluation (CIRCE), Bureau of
Educational Research. Dr. Robert E. Stake.
University of Illinois at Urbana-Champaign

Member of a panel on the Concurrent Validity of an Instrument designed to evaluate school change. Collaborated with other graduate students in the completion of the final report. The project was directed by Dr. Robert E. Stake. Developed a website for the center and work as the webmaster. Conducted case studies on the evaluation of teaching in higher education

Research Assistant in Evaluation
Summer 1997, 1998, 1999, Spring 2001.

Bureau of Educational Research.
University of Illinois at Urbana-Champaign
Dr. Robert Jimenez

Transcribed classroom interviews and field notes of a project on the education of Mexican immigrant children. Administered tests on language proficiency in English and Spanish to children of migrant workers. Administered pre and post-tests in the study of a second language. Developing a n on-line course using WebCT conferencing for two graduate courses

Research Assistant
Summer 1995-1996, 2001.

Department of Human and Community
Development.
University of Illinois at Urbana-Champaign
Dr. Robert P. Moreno

Currently examining the role of the family in the education of Mexican American children. In one study a qualitative approach was utilized to explore and better understand the unique instructional practices that distinguish more effective and less effective Mexican American mothers in the every day instruction of their preschool children. The study involved observation and qualitative data analysis of videotapes. In another study, parental expectations were studied as well as values and teaching approaches to their children.

Program Evaluator
Summer 1995

University of Illinois at Urbana-Champaign

Program evaluator of a Summer Preparation Program for Minority and Disadvantaged Students (UIUC). The study involved quantitative and qualitative methods of data collection.

Research Assistant
1994-1996

Bureau of Educational Research.
University of Illinois at Urbana-Champaign
Dr. Betty M. Merchant

Currently examining the factors related to the academic success of Mexican and immigrant students. Responsibilities involved conducting quantitative analysis of student transcripts and qualitative data analysis of

observations and interviews of Mexican immigrant students in Illinois & California. In addition, conducted quantitative data analyses on student transcripts

Research Assistant
1994.

Center for the Study of Reading.
University of Illinois at Urbana-Champaign
Dr. William Nagy

Currently examining the use of context in the learning of a second language. The study involved survey administration, content analysis and interpretation of Mexican American students tests on reading comprehension.

Associate Professor
1984-present.

Universidad Autonoma de Yucatan
College of Education

Teaches Law and Education courses to graduate and undergraduate students, conducts research and evaluation, applies for research grants; participates in college and university committees; works in instructional design and curriculum evaluation, and evaluates educational programs.

OTHER PROFESSIONAL EXPERIENCE

Attorney
1983-1992.

Fernández & Associates
Merida, Yucatán, México.

Independent attorney. Practice mainly in Civil and Commercial Law.

Assistant
1989-1991.

Yucatan Department of Agriculture. District 1.
Merida, Yucatán, México.

Assistant to the Department of Organization and Continuing Education for Mayan Farmers.

PUBLICATIONS

Cisneros-Cohernour, E. Different methods, different findings: Using quantitative and qualitative approaches in the evaluation of a program for minority students. In process.

Cisneros-Cohernour, E. and Merchant, B. Empowering International Students in Non-academic Areas Impinging on Graduate Academic Success. To be published in R. Mendelson, Advising in Higher Education. In process.

Cisneros-Cohernour, E. J., Moreno, R. P., and Cisneros, A. A. Curriculum Reform in Mexico: Kindergarten teachers challenges and dilemma, in process.

Cisneros-Cohernour, E., and Merchant, B. The Mexican High School Principal: Impact of the National and Local Culture in the Principalship. In Cordeiro & others. A Study in the working lives of High School Principals in 7 Countries. Submitted for Publication.

Stake, R. and Cisneros, E. (1999). The Evaluation of Teaching in a Community of Practice. ERIC document: ED435381

Stake, R. and Cisneros-Cohernour, E. Situational Evaluation of Teaching. New Directions for Teaching and Learning. In Ryan, K.E., (Ed.) (2000) Evaluating teaching in higher education: A collective vision for the future, New directions in teaching and learning, No. 81, San Francisco, CA: Jossey-Bass.

Moreno, R. P. and Cisneros-Cohernour, (1999). Strategies for Effective Instruction: Mexican American Mothers and Everyday instruction. Latino Studies Journal, 10, 12, Spring, 56 -69.

Migotsky, C., Stake, R., Davis, R., Williams, B., DePaul, G., Cisneros, E., Johnson, E., Feltovich, J. (1997). Probative, dialectic, and moral reasoning in program evaluation. Qualitative Inquiry, 5, 453-467.

Stake, R., Migotsky, C., Davis, R., Cisneros, E., DePaul, G., Dumbar, C., Farmer, R., Feltovich, J., Johnson, E., Williams, B., Zurita, M., and Chaves, I. (1997). The evolving syntheses of program value. Evaluation Practice, 18, 89-103.

Cisneros, E. (1993). Characteristics of Innovative Teachers” (1993). Educación & Ciencia, 2, 1.

Cisneros, E. (1991). Organizational climate and Innovation: A comparative study. Educación & Ciencia, 1, 1.

Cisneros, E. (1991). Teaching of Moral Values in Yucatan” (1991). Educacion & Ciencia, 1, 1.

TRANSLATIONS

Translated papers on the educational problems of Mexican immigrant students, the role of the administrator in a diverse school in England, and second language acquisition for Spanish speakers. Currently, translating materials for the Anemia Aplastic Foundation of America. Papers were translated from English to Spanish. Interview guides and questionnaires were translated from English to Spanish and vice versa

TECHNICAL AND EVALUATION REPORTS

Grayson, T. E., and Cisneros-Cohernour, E. (1999). An evaluation of Evaluation Technical Assistance Services. Prepared for the National Alliance for People with Disabilities, in process.

Cisneros-Cohernour, E. (1999). Evaluation of a workshop on Developing and Implementing Performance-Based Evaluation, Technical Assistance Workshop, National Transition Alliance for People with Disabilities, Champaign, IL.

Cisneros-Cohernour, E. (1998). Evaluation of a workshop on constructing Performance-Based Evaluations. Annual Meeting, National Transition Alliance for People with Disabilities, Champaign, IL.

Cisneros-Cohernour, E. (1997). Evaluation of a workshop on Designing and Conducting Focus Group Interviews, Annual Meeting, National Transition Alliance, Champaign, IL.

Cisneros-Cohernour, E. (1996). Evaluation of the Grant-Performance Report Writing workshop, National Transition Alliance, Champaign, IL.

Cisneros-Cohernour, E., and Merchant, B. (1998). The Mexican High School Principal: Impact of the National and Local Culture in the Principalship, November, University of Illinois, Champaign, IL.

Cisneros-Cohernour, E. (1998). Trade-Offs: Using the feedback of student ratings for instructional improvement. University of Illinois at Urbana-Champaign, Champaign, IL.

Cisneros-Cohernour, E. (1996). Enrichment: Examining teacher and course effectiveness in the Evaluation of a College Preparation Program for Minority and Disadvantaged Students. University of Illinois, Fall, Champaign, IL.

Cisneros, E. (1992). Organizational climate and innovation: A comparative study, Technical report, College of Education, Autonomous University of Yucatan, Mexico.

Cisneros, E. (1990). Need Assessment of baccalaureate studies in Valladolid, Yucatan, Foundation of Valladolid, Yucatan, Mexico.

Cisneros, E., and Worbis, C. (1992). An evaluation of the Master in Education Program of the University of Yucatan, Autonomous University of Yucatan, Mexico.

Cisneros, E., Arce, F., and Canto, P. (1994). Study on the Degree of innovation: The case of a Mexican University. Funding Agency: Mexican Department of Education. Mexico.

PRESENTATIONS OF DISCIPLINED INQUIRY

Cisneros-Cohernour, E. J., and Stake, R. E. (2001). Using case studies to evaluate the quality of teaching in higher education. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle: WA, April.

Cisneros-Cohernour, E. J. (2001). Women principals in Mexico: Dealing with pressures for accountability and politics while addressing diverse populations. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle: WA, April.

Cisneros-Cohernour, E. J. (2001). A holistic approach for evaluating the quality of teaching in higher education. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle: WA, April.

Cisneros-Cohernour, E. J. (2001). Leadership Preparation in Mexico. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle: WA, April.

Cisneros-Cohernour, E. J., and Arce-Ferrer, A. J. (2001). Standardized Assessment in Mexico: Validity issues and ethical dilemmas when assessing culturally diverse populations. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle: WA, April.

Arce-Ferrer, A. J., and Cisneros-Cohernour, E. J. (2001). Standardized Assessment in Mexico: Issues on interpretation and use of assessment results. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle: WA, April.

Arce-Ferrer, A., Cab-Pech, V., and Cisneros-Cohernour, E. J. (2001). Teachers' assessment competencies. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle: WA, April.

Cisneros-Cohernour, E. (2000). Developing Student Scholarship through Experiential Learning: A case study. Annual Meeting of the International Society for Teaching Alternatives (ISETA). Los Angeles, CA., November.

Cisneros-Cohernour, E., Moreno, R., and Cisneros, A. A. (2000) Curriculum Reform in Mexico: Kindergarten teachers challenges and dilemmas. Katz Symposium University of Illinois at Urbana-Champaign, November.

Barrera, R., Jimenez, R., and Cisneros-Cohernour, E. (2000). When quality goes beyond the standard: Is standardized assessment resulting on social discrimination and inhibiting innovation? American Evaluation Association, Hawaii, November.

Cisneros-Cohernour, E. (2000). Developing Student Scholarship through Experiential Learning: A case study. International Society for Exploring Teaching Alternatives. (ISETA). Los Angeles, California, October.

Cisneros-Cohernour, E. J. (2000). Putting Mentoring Into Practice: Exploring Mutual Interests and Research Options: Exploring Possibilities. Interactive symposium. AERA, April.

Cisneros-Cohernour, E. J. (2000). Performance Assessment at the Organizational Level. The Assessment of Teaching Quality in Higher Education. Mentoring round tables. Putting Mentoring Into Practice. AERA, April.

Grayson, T. A. & Cisneros-Cohernour, E. (2000). Performance Assessment and Quality of Evaluation Technical Assistance at NTA: Can a Performance Approach Capture the Quality of NTA Efforts for Improving Project Evaluation and Identifying Needs of Professional Development? American Educational Research Association, New Orleans, Louisiana, April.

Cisneros-Cohernour, E. J. & Grayson, T. (1999). A Story about Teaching Quality, Diversity and Technology: Using Web Based Conferencing to Prepare Future Teachers on Issues of Diversity in the Classroom. American Evaluation Association, Orlando, November.

Cisneros-Cohernour, E. J., & Merchant, B. (1999). Leadership and Culture: Using Western Theory to Assess the Impact of Culture on School Leadership in Mexico. American Evaluation Association, Orlando, November.

Grayson, T., & Cisneros-Cohernour, E. (1999) Evaluating Consulting Services in Evaluation: Providing Technical Assistance to Projects that Serve Students with Special Needs. American Evaluation Association, Orlando, November.

Cisneros-Cohernour, E. J., Merchant, B., & Moreno P. (1999). Evaluating School Reform in Mexico. Challenges Addressing a Diverse Population, American Educational Research Association, Montreal, Canada, April.

Cisneros-Cohernour, Edith J. (1998). What are we trading when we use student ratings of faculty effectiveness for conflicting purposes?: The experience of two departments. American Evaluation Association, Chicago: IL., November.

Cisneros-Cohernour, Edith J. (1998). How the use of an outcome driven approach can be deceiving in formative evaluation: The case of the Mexico's new secondary school curriculum. American Evaluation Association, Chicago: IL., November.

Grayson, Thomas, & Cisneros-Cohernour, Edith J. (1998). Developing a Comprehensive Instrument for facilitating Project Evaluation Meta-Analysis and identifying needs of Professional Development. American Evaluation Association, Chicago: IL., November.

Cisneros-Cohernour, E. (1998). National versus Regional: Challenges of the New Secondary Curriculum of Mexico while serving the needs of diverse populations at the local level. Center of Latin American & Caribbean Studies, UIUC, APRIL 30.

Stake, R. & Cisneros-Cohernour, E. (1998). The Evaluation of College Teaching as a Community of Practice. American Educational Research Association. Annual Meeting. San Diego: CA, April.

Moreno, R. & Cisneros-Cohernour, E. (1998). *Strategies for Effective Instruction: Mexican American Mothers and Everyday Instruction*. American Educational Research Association. Annual Meeting. San Diego: CA, April.

Cisneros, Edith (1997). Do different Methods lead to different findings: Examining teacher and course effectiveness in the Evaluation of a College Preparation Program for Minority and Disadvantaged Students. American Evaluation Association. Annual Meeting. San Diego: CA, November.

Cisneros, E. (1997). Trade-offs: Faculty perceptions on the use of student feedback and its impact on their instruction. National Evaluation Institute & CREATE. Annual Meeting, Indianapolis, IN. July.

Cisneros, E., (1997). Enrichment: The evaluation of a college preparation program for minority disadvantaged students. American Educational Research. Annual Meeting, Chicago, IL., April.

Stake, R. E. , Migotsky, C., Chaves, I., Cisneros, E. J., Davis, R. Dumbar, C., De Paul, G., Farmer, R., Felto, J., Johnson, E., Williams, B, Zurita, M. (1996). *The Evolving Synthesis*. American Evaluation Association, Atlanta, Fall.

Cisneros, Edith (1992). Degree of innovation in colleges and schools of a Mexican University. Paper presented in the International Conference in Higher Education. University of la Havana, Cuba. January.

Cisneros, Edith (1992). Organizational Climate & Innovation: The case of a Mexican University. Paper presented in the International Conference in Higher Education. University of la Havana, Cuba. January.

Cisneros, Edith J. (April ,1991). A proposal of a Civil Association among Colleges of Education in Southern Mexico. Presented in the II Regional Encounter of Colleges and Schools of Education and Pedagogy. Boca del Río, Veracruz, México.

Cisneros, Edith J. (1992). The college of education of the University of Yucatan: Fourteen years of preparing college instructors. IV Encounter of Social Research organized by the Center "Hideyo Noguchi." Mérida, Yucatán, México.

FUNDED RESEARCH PROJECTS

National versus Regional: Challenges for the New Mexican Curriculum for Secondary Education while serving the needs at the local level. Funding Agency: Center for Latin American & Caribbean Studies at the University of Illinois at Urbana-Champaign. Tinker Field Summer Research Grant. 1997.

The Mexican Academic Curriculum (K-12) . Funding Agency: LASPAU (Academic Programs for the Americas). Affiliated to Harvard University. Summer research grant, 1996.

Study on the Degree of innovation: The case of a Mexican University. Funding Agency: Mexican Department of Education. 1991-92.

TEACHING

Teacher Assistant and instructor of an independent study version of the course, Spring 1999-present. SPED 205: Introduction to Serving Students with Special Needs, University of Illinois, Urbana-Champaign. Responsible for developing an on-line website for the course using web-based conferencing, selected class notes, assessing student academic performance, associated assignments, exams, and mentoring of students.

Instructor, Fall 1998, Introductory Spanish Course (SPAN 101), college preparation course, University of Illinois at Urbana-Champaign - Principal Scholars' Program. The course was addressed to minority and disadvantaged students. In addition to teaching the course, developed curriculum materials for the course included an on-line website for the course.

Teacher assistant, Summer 1995, Conversational Spanish (SPAN 102), college preparation course, University of Illinois at Urbana-Champaign - Principal Scholar's Program. Co-instructed the course, tutored students and assessed students progress in the course.

Teacher assistant, Summer 1997, English rhetoric (ENG 101), college preparation course, University of Illinois at Urbana-Champaign - Principal Scholar's Program. Coordinated with the instructor in the evaluation of classroom activities, and conducted student assessment in English Rhetoric.

Teacher assistant, Summer 1998, Speech Communication (SPCOM 101), college preparation course, University of Illinois at Urbana-Champaign - Principal Scholar's Program. Mentor students and coordinated with the instructor in the evaluation of classroom activities.

Middle school instructor, 1976-1977: Civics: civil responsibilities, Colegio San Agustin now Universidad Mesoamericana, Merida, Yucatan, Mexico. Taught and developed curriculum materials for the course.

High school instructor, 1987-88, Civil responsibilities, Communication, Introduction to Mexican Law, Instituto de Computacion del Sureste, Merida, Yucatan, Mexico. Taught and developed curriculum materials for these courses

College instructor, 1987-92, undergraduate courses: General Philosophy, Law theory, Political Science, Spanish composition, educational research, thesis seminar, teaching methods in the social sciences, College of Education, University of Yucatan. Merida, Yucatan, Mexico. Taught and developed curriculum materials for these courses.

College instructor, 1987-92, Education graduate courses: Professional ethics seminar, classroom management, College of Education, University of Yucatan. Merida, Yucatan, Mexico. Taught and developed curriculum materials for these courses.

College instructor, 1984-87, Law courses: Criminal law, Civil law, Political Economics, History of law, Socioeconomic Problems of Mexico, History of Economic Doctrines, Legal Sociology, Methodology of Legal Research, and Roman Law, College of Law, University of Yucatan, Merida, Yucatan, Mexico. Taught and developed curriculum materials for these courses.

Instructor, 1987, Seminars on Criminal and Civil Law addressed to staff of the Judiciary branch of the State and the Civil Court of Yucatan. Judicial Training Institute of Yucatan. Merida, Yucatan, Mexico.

Instructor, 1984 - 1992, workshops and seminars on teaching methods and Classroom Management addressed to preparatory instructors in Yucatan. Merida, Yucatan, Mexico. Taught and developed curriculum materials for these workshops.

Guest lecturer, January 1998. Curriculum Evaluation, Teaching Certificate Program students, College of Education, Autonomous University of Yucatan, 2 hour lecture.

Guest lecturer, May 1998. Qualitative studies in educational Research, Master in Education students, College of Education, Autonomous University of Yucatan, 2 hour lecture.

COURSE AND INSTRUCTIONAL DEVELOPMENT

Developed curriculum and instructional materials two undergraduate courses on Curriculum and Instruction.

Developed curriculum and instructional materials for all the undergraduate and graduate courses in Law and Education taught in Mexico, and the course Spanish 101 taught in Illinois.

Developed with Rita Davis a website for the graduate course on Case Study Research Methods (1998).

Developed the on-line course "Introduction to Serving Students with Special Needs", Spring 1999.

Developed websites for the following professors: Dr. Robert Jimenez and Dr. Robert Moreno. The websites contain educational information.

Developed a website for the Center for Instructional Research and Curriculum Evaluation (CIRCE). 1998.

Developed with M. E. Barrera: the video: "Measurement in Education", University of Yucatan, 1989.

Developed with J. Arjona: the computer program: "The Arithmetic Mean", University of Yucatan, 1989.

Developed J. Arjona: the video "The library", University of Yucatan, 1988.

COLLEGE AND UNIVERSITY SERVICE

United States

Graduate Student Representative, University of Illinois at Urbana-Champaign. Task Force on Student Assessment and Program Improvement. 1996-97.

Graduate Student representative, Graduate Council of Students for Education, elected department representative, 1996-97.

Mexico

Representative of the College of Education in the University Council (elected). Autonomous University of Yucatan. 1991-92

Member of the Thesis committee of the College of Education. University of Yucatan 1991-92.

Coordinator of Social sciences courses. College of Education. University of Yucatan. 1987-91.

Coordinator of Extension services. College of Education. University of Yucatan. 1991.

Coordinator of research on educational administration. College of Education, University of Yucatan. 1991-92.

Member of the Academic Council. College of Education. University of Yucatan. 1988-92.

EDITORIAL RESPONSIBILITIES

Editor in chief. Journal *Educacion y Ciencia*, University of Yucatan, 1989-91.

Editorial Board. Journal *Educacion y Ciencia*. University of Yucatan, Mexico. 1992.

ORGANIZATION OF ACADEMIC EVENTS

Symposium: School principals under cultural, sociopolitical and economic pressures: An international perspective. American Educational Research Association, Seattle: WA. April, 2001.

Symposium: Transferring Assessment Reform from the Us to Latin America: Challenges and dilemmas for Mexican and Brazilian educators. American Educational Research Association, Seattle: WA. April, 2001.

CONSULTANCIES

National Transition Alliance for People with Disabilities, provide technical assistance in evaluation to administrators of programs that serve special needs population, 1996-present.

Needs Assessment of baccalaureate studies in Valladolid, Yucatan, Mexico. Principal investigator & consultant in the selection process. 1989.

Member of a panel on the validation of an Instrument to measure school change. Center for Instructional Research and Curriculum Evaluation (CIRCE), Spring. 1997.

MEMBERSHIPS AND AFFILIATIONS

- American Education Research Association.
- American Evaluation Association
- National Council on Measurement in Education
- National Evaluation Institute (CREATE)
- Council of Graduate Students for Education (Illinois),
- Student Alumni for Education (SAGE),
- Regional Association of Women Attorneys, Yucatan, Mexico