

Appendix F

Organizations and Individuals Responsible for TIMSS 2007

Introduction

TIMSS 2007 was a collaborative effort involving hundreds of individuals around the world. This appendix recognizes the individuals and organizations for their contributions. Given the work on TIMSS 2007 has spanned approximately five years and has involved so many people and organizations, this list may not include all who contributed. Any omission is inadvertent.

Of the first importance, TIMSS 2007 is deeply indebted to the students, teachers, and school principals who contributed their time and effort to the study.

Management and Coordination

TIMSS is a major undertaking of IEA, and together with PIRLS, comprises the core of IEA's regular cycle of studies. PIRLS, which regularly assesses reading at the fourth grade, complements the TIMSS assessments.

The TIMSS & PIRLS International Study Center at Boston College has responsibility for the overall direction and management of the TIMSS and PIRLS projects. Headed by Drs. Michael O. Martin and Ina V.S. Mullis, the study center is located in the Lynch School of Education. In carrying out the project, the TIMSS & PIRLS International Study Center worked closely with the IEA Secretariat in Amsterdam, which provided guidance overall and was responsible for verification of all translations produced by the participating countries. The IEA Data Processing and Research Center in Hamburg was

responsible for processing and verifying the internal consistency and accuracy of the data submitted by the participants. Statistics Canada in Ottawa was responsible for school and student sampling activities. Educational Testing Service (ETS) in Princeton, New Jersey provided psychometric methodology recommendations addressing calibration, scaling, and survey design changes implemented in TIMSS 2007, and assisted in executing the item calibration analyses and made available software for scaling the achievement data.

The Project Management Team, comprised of the Directors and Senior Management from the TIMSS & PIRLS International Study Center, the IEA Secretariat, the IEA Data Processing and Research Center, Statistics Canada, and ETS met twice a year throughout the study to discuss the study's progress, procedures, and schedule. In addition, the Directors of the TIMSS & PIRLS International Study Center met with members of IEA's Technical Executive Group twice yearly to review technical issues.

Dr. Graham Ruddock from the National Foundation for Educational Research in England (NFER) was the TIMSS 2007 Mathematics Coordinator and Dr. Christine O'Sullivan from K-12 Consulting was the TIMSS 2007 Science Coordinator. Together with the Science and Mathematics Item Review Committee, a panel of internationally recognized experts in mathematics and science research, curriculum, instructions, and assessments, they provided excellent guidance throughout TIMSS 2007.

To work with the international team and coordinate within-country activities, each participating country designated one or two individuals to be the TIMSS National Research Coordinator or Co-Coordinators, known as the NRCs. The NRCs had the complicated and challenging task of implementing the TIMSS 2007 study in their countries in accordance with TIMSS guidelines and procedures. The quality of the TIMSS 2007 assessment and data depends on the work of the NRCs and their colleagues in carrying out the very complex sampling, data collection, and scoring tasks involved. In addition, the Questionnaire Development Group, comprised of NRCs, provided advice on questionnaire development.

Continuing the tradition of truly exemplary work established in previous TIMSS assessments, the TIMSS 2007 NRCs (often the same NRCs as in previous assessments), performed their many tasks with dedication, competence, energy, and goodwill, and have been commended by the IEA Secretariat, the TIMSS & PIRLS International Study Center, the IEA Data Processing and Research Center, and Statistics Canada for their commitment to the project and the high quality of their work.

Funding

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