

Title: "Student Achievement Testing and Impacts on Curriculum."

Abstract:

It is a cliché to state that what is tested is what is taught, but to what extent is the cliché an accurate statement about education in the United States? What types of student achievement testing are more likely to influence what teachers teach? And is this good or is this bad?

Professional Biography

Dr. Porter began his academic career on the faculty at Michigan State University, where he co-directed the Institute for Research on Teaching and served as associate dean for Research and Graduate Study. During this time, he also took three years' leave from MSU to serve as a Visiting Scholar at the National Institute of Education, where he was the chief of the Methodology and Measurement Division and Associate Director in charge of the Basic Skills Group.

From 1988 to 2003, he served as professor of Educational Psychology at the University of Wisconsin-Madison, where he directed the Wisconsin Center for Education Research. In 2003, he joined the faculty of Vanderbilt University, where he was the Patricia and Rodes Hart Professor of Leadership, Policy, and Organizations in the Peabody College of Education and Human Development and served as director of the University's Learning Sciences Institute.

Dr. Porter is a former President of the American Educational Research Association (2001) and was elected a member of the National Academy of Education in 1994, where he has been Vice President since 2005. He is a Lifetime National Associate of the National Academies.

He is a present or past member of a dozen scholarly editorial and advisory boards, including *American Educational Researcher*, *Educational Researcher*, and *Teachers College Record*. He is the author or co-author of 39 book chapters, 60 scholarly articles, and dozens of technical reports.