

Appendix G

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Developing and implementing TIMSS 2003 was an extremely ambitious and truly collaborative effort involving hundreds of individuals around the world. Staff from the national research centers in each participating country, the International Association for the Evaluation of Educational Achievement (IEA), the TIMSS & PIRLS International Study Center (ISC) at Boston College, advisors, and funding agencies worked closely to develop and implement TIMSS 2003. The project would not have been possible without the tireless efforts of all involved. Below, the individuals and organizations are acknowledged for their contributions. Given that implementing TIMSS 2003 has spanned approximately four years and involved so many people and organizations, this list may not pay heed to all who contributed throughout the life of the project. Any omission is inadvertent. TIMSS 2003 also acknowledges the students, teachers, and school principals who contributed their time and effort to the study. This report would not be possible without them.

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Management and Operations

TIMSS 2003 was conducted under the auspices of the IEA. The study was directed by Michael O. Martin and Ina V.S. Mullis, and managed centrally by the staff of the TIMSS & PIRLS International Study Center at Boston College, Lynch School of Education. Although the study was directed by the International Study Center and its staff members implemented various parts of TIMSS 2003, important activities also were carried out in centers around the world. In the IEA Secretariat, Hans Wagemaker, Executive Director, was responsible for overseeing fundraising and country participation. The IEA Secretariat also managed the ambitious translation verification effort conducted for the field test and main assessment and recruited international quality control monitors in each country. The IEA Data Processing Center was responsible for processing and verifying the data from the participating countries and for constructing the international database. Statistics Canada was responsible for collecting and evaluating the sampling documentation from each country and for calculating the sampling weights. Educational Testing Service in Princeton, New Jersey provided consultation on psychometric issues as well as technical support and software for scaling the achievement data. The Project Management Team, comprising the study directors and representatives from the International Study Center, IEA, Statistics Canada, and Educational Testing Service, met regularly throughout the study to discuss the study's progress, procedures, and schedule.

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The TIMSS 2003 National Research Coordinators and their staff had the enormous task of implementing the TIMSS 2003 design. This involved obtaining funding for the project; participating in the development of the instruments and procedures; conducting field tests; participating in and conducting training sessions; translating the instruments and procedural manuals into the local language; selecting the sample of schools and students; working with the schools to arrange for the testing; arranging for data collection, coding, and data entry; preparing the data files for submission to the IEA Data Processing Center; contributing to the development of the international reports; and preparing national reports. The way in which the national centers operated and the resources that were available varied considerably across the TIMSS 2003 countries. In some countries, the tasks were conducted centrally, while in others, various components were subcontracted to other organizations. In some countries, resources were more than adequate, while in some cases, the national centers were operating with limited resources. All of the TIMSS 2003 National Research Coordinators and their staff members are to be commended for their professionalism and their dedication in conducting all aspects of TIMSS.

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