

About the Editor

Sandra Mathison is Professor of Education at the University of British Columbia. She has been conducting evaluations, primarily in educational settings, for more than 25 years. She began her career as an internal evaluator in a Canadian community college and has subsequently conducted dozens of external evaluations; she served as Director of Evaluation for the University of Chicago School Mathematics Project for 3 years. Over these many years, and through these many opportunities to do and study evaluation, she has developed an interest in and made contributions to the field of evaluation through her emphasis on democratic principles and possibilities. Throughout her work runs a deep concern for the limitations and limiting nature of evaluation in schools. Now more than ever, the nature of evaluation within schools constrains what it means to adequately determine what is

good and bad in schools, thus constraining the possibilities for improvement. Her current research focuses on these limits of evaluation in schools. With funding from the National Science Foundation, she is conducting research on the effects of high-stakes testing on teaching and learning in elementary and middle schools. Mathison has written extensively about this topic, for the popular press as well as for the academic community, in an effort to encourage a more informed public discourse about the value of schools and schooling. She chaired the American Evaluation Association task force that created a policy statement (the association's first-ever policy statement) on high-stakes testing in K-12 schooling. She is Coeditor, with E. Wayne Ross, of *Defending Public Schools: The Nature and Limits of Standards Based Reform and Assessment*.