

Systems That Last: Great Teachers and Leaders for America's Schools

September 5–7, 2012

Presenter Biographies

Sandra Alberti

Sandra Alberti serves as the director of partnership initiatives and professional development for Student Achievement Partners, an organization that was instrumental in the development of the Common Core State Standards. Alberti joined Student Achievement Partners after having served the State of New Jersey Department of Education in the roles of director of academic standards and director of math and science education. She was directly involved in state standards, assessment, and professional development policy and implementation strategies. Prior to working at the state level, Alberti held several district-level positions, including school superintendent, assistant superintendent of teaching and learning, principal, subject area supervisor, and high school science teacher. She has an undergraduate degree in biology from Rutgers University and a master's degree and doctorate in educational leadership from Rowan University.

Linda Alder

Linda Alder is the coordinator of educator effectiveness at the Utah State Office of Education. She leads the Utah Effectiveness Project for High Quality Education, a statewide project that focuses on issues of effective instruction and effective leadership. Alder also has responsibility for the Entry Years Enhancements (EYE) program, a statewide mentoring and induction program for teachers in their first three years of service. She coordinates the review and approval of education preparation programs, including state-level and national accreditation, and oversees the work of No Child Left Behind Title IIa in the state. Alder provides a unique statewide perspective, with experience at the district level as well as in curriculum development and administration and gifted and talented education at the state level.

Katy Anthes

Katy Anthes, Ph.D., the executive director of educator effectiveness at the Colorado Department of Education, leads the department's efforts to recruit, prepare, evaluate, support, and retain highly effective educators in Colorado. The immediate priority for Dr. Anthes is ensuring the successful implementation of the state's educator evaluation and development system, pursuant to Senate Bill 10-191. In her past position as a partner with the Third Mile Group, Dr. Anthes led and researched major education initiatives for state, district, and national organizations. Dr. Anthes also taught master's level courses in public administration at the University of Colorado, Denver. She has seven years of research and policy work at the Education Commission of the States and holds a doctorate in public policy and a master's degree in public affairs from the University of Colorado, Denver. Dr. Anthes completed her undergraduate work at the University of Oregon.

Diane August

Diane August, Ph.D., is a managing director affiliated with American Institutes for Research (AIR), located in Washington, D.C. At AIR, Dr. August is responsible for directing the English-language learner work for the Education, Human Development, and the Workforce division. Her area of expertise is the development of science and literacy in second-language learners in prekindergarten through Grade 12. Currently, Dr. August is assisting several states and districts in implementing the Common Core State Standards for English-language learners. Prior to her position at AIR, she was a senior research scientist at the Center for Applied Linguistics, where she was the principal investigator for a National Institute of Child Health & Development Program Project that investigated the development of literacy in English-language learners and the coprincipal investigator for the National Research and Development Center on English Language Learners, funded by the Institute of Education Sciences. She also has served as staff director for the National Literacy Panel on Language Minority Children and Youth. She has been a senior program officer at the National Academy of Sciences, where she was study director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. Dr. August has worked as a teacher, school administrator, legislative assistant, grants officer for the Carnegie Corporation, and director of education for the Children's Defense Fund. In 1981, she received her doctorate in education from Stanford University, and, in 1982, she completed a postdoctoral fellowship in psychology, also at Stanford. Dr. August has published widely in journals and books.

Tony Bagshaw

Tony Bagshaw currently leads the Battelle for Kids work in the areas of strategic compensation, evaluation system design, multiple data point hiring systems, and other human capital innovations. Through strategic counsel, communications assistance, data integration, and innovative technology solutions, Battelle for Kids has assisted large and small districts across the country in strategically rewarding excellence, encompassing more than \$100 million. Additionally, Bagshaw oversees all Battelle for Kids work in the state of Tennessee. Battelle for Kids is Tennessee's largest implementation partner in support of their Race to the Top initiative. Battelle for Kids is providing statewide support to Tennessee in the areas of value-added professional development, formative instructional practices, and strategic compensation. Bagshaw previously served as senior director of knowledge management at Battelle for Kids and led the SOAR, T-CAP (Teachers Connecting Achievement & Progress), and Ohio Value-Added High Schools initiatives. Bagshaw joined Battelle for Kids after 21 years as a practitioner in the field of education, serving as a teacher, coach, and administrator at the elementary, junior high, and high school levels. Prior to his work at Battelle for Kids, Bagshaw was the assistant superintendent at Wyoming City Schools in Cincinnati, Ohio, where he was responsible for curriculum, human resources, data, and testing.

Catherine Barbour

Catherine Barbour is a senior consultant for School Turnaround services on the Education, Human Development, and the Workforce team at American Institutes for Research. Barbour is a credentialed School Turnaround Leader, earning her certificate from Darden/Curry Partnership

for Leaders in Education. She has led three successful school turnarounds as a principal, each respectively in an urban, rural, and suburban school district. Barbour's focus is on schools, districts, and states to implement successful turnaround and transformation services. She leads project teams in the design and development of products and services to support states, districts, and schools in their improvement efforts, specifically in the area of school turnaround and transformation and provides consulting to states, districts, and schools in designing, implementing, and evaluating school reform initiatives. Previously, Barbour was an independent consultant, working with schools and districts to provide training and support in the implementation of professional learning communities, school improvement leadership coaching for principals and school teams, and curriculum development. Barbour received her master's degree in elementary administration at The College of William & Mary.

Julie Brill

Julie Brill is the director of teacher education, professional development, and licensing for the Wisconsin Department of Public Instruction. She is a former high school associate principal, middle school principal, elementary school principal, and assistant superintendent of educational services in three Wisconsin school districts. Brill is a past president of AWSA (Association of Wisconsin School Administrators) and has served as chair of the Middle Level Task Force for NASSP (National Association of Secondary School Principals). She is the lead for the development of the state model for educator effectiveness. The work, currently in its second phase, includes the creation of a model performance-based evaluation system for teachers and principals, building a regulatory framework for implementation that includes how student achievement data will be used in context, and making recommendations to support professional growth and recognize performance.

Frederick Brown

Frederick Brown is currently the director of strategy and development for Learning Forward, an international association of learning educators focused on increasing teacher and leader effectiveness and student achievement through standards-based professional learning. Prior to his appointment at Learning Forward, Brown was a senior program officer at The Wallace Foundation. There he supported the state-level leadership efforts of several major grantees, including the excellent work completed in Iowa. Frederick has served as elementary school teacher and principal as well as a middle school assistant principal.

Daphne Buckley

Daphne Buckley, Ph.D., is the deputy superintendent for quality professionals and special schools at the Mississippi Department of Education (MDE). Dr. Buckley has been employed at MDE since 1993 and has worked in the area of teacher quality. Currently, she is responsible for directing the Office of Educator Licensure, Scholastic Development, the Mississippi Teacher Center, the Mississippi School for the Deaf, the Mississippi School for the Blind, the Mississippi School of the Arts, and the Mississippi School for Mathematics and Science. Dr. Buckley served as a classroom teacher in Harrison County before accepting employment at MDE.

Kermit G. Buckner

Kermit G. Buckner, Ed.D., is currently a professor in the department of educational leadership at East Carolina University (ECU), where he was chair of the department for four years. Prior to his arrival at ECU, Dr. Buckner was director of professional development at the National Association of Secondary Schools Principals (NASSP). During his tenure at NASSP, Dr. Buckner participated in the creation of professional development and assessment programs for principals, assistant principals, and others interested in school leadership. He was a member of the consortium that developed the Interstate School Leaders Licensure Standards, the first national standards for school leadership, and served as a reviewer for *Breaking Ranks II*. Dr. Buckner began his career in North Carolina and served as the director of the North Carolina Assessment and Development Center housed at the Department of Public Instruction and as a principal, an assistant principal, and a teacher. Currently, Dr. Buckner is a member of the National Council for Accreditation of Teacher Education (NCATE) Board of Examiners and a lead reviewer for the Educational Leadership Constituent Council (ELCC). He was chair of the NASSP Task Force on Principal Preparation and served on the NASSP Task Force on IDEA (the Individuals With Disabilities Education Act). He also has served as a consultant for several North Carolina low-performing schools and developed professional development modules for the North Carolina Principals and Assistant Principals Association. Dr. Buckner's primary research interests are leadership assessment and development and education law. He has been published widely in the areas of leadership and law and has made numerous presentations at national, regional, and state conventions and meetings.

Laurie Calvert

Laurie Calvert currently serves as a teacher liaison at the U.S. Department of Education and is charged with maintaining two-way communication between the U.S. Department of Education and the nation's teachers. Before moving to Washington, D.C., to become a Washington teaching ambassador at the U.S. Department of Education during the 2010–11 school year, Calvert taught English for 14 years in the area of Asheville, North Carolina. She is a National Board Certified Teacher with a passion for teaching writing. In 2009, she earned a master of arts degree in composition and rhetoric from Western Carolina University. Prior to becoming a teacher, Calvert worked for nine years in advertising agencies in Atlanta, Georgia, and in Asheville and Winston-Salem, North Carolina. She has a journalism degree from the University of Missouri, Columbia, and earned her teaching license at the University of North Carolina, Asheville. Calvert has written two teachers' guides and a number of education articles and has presented at numerous professional conferences.

Robin Chandler

Robin Chandler is a policy advisor with the Kentucky Department of Education (KDE). Before joining KDE, Chandler taught social studies at the high school level for 12 years. She has mentored both student teachers and intern teachers. Chandler began her work with the development of a human capital management system when Kentucky applied in the first round of Race to the Top. Chandler was the coauthor of Kentucky's proposal related to human capital management. Kentucky applied again in Round 2. Chandler currently is working with the

Kentucky Teacher and Principal Steering Committees and the Division of Next Generation Professionals at KDE to develop policies relating to human capital management and specifically to develop the professional growth and effectiveness system.

Mohammed Choudhury

Mohammed Choudhury is an English and social studies teacher in the Los Angeles Unified School District, going into his sixth year of teaching within the district. He has worked in various collaborative school-site structures at three different schools at the secondary level that have resulted in significant gains for student achievement. Choudhury's practice particularly focuses on providing students the right intervention at the right time, utilizing effective pedagogy along with providing support structures beyond the classroom. As a current Teach Plus Policy Fellow, he has developed and advised organizational policies regarding teacher preparation and evaluation at the district, state, and federal levels with teacher leaders within and beyond Los Angeles. This past summer Choudhury also completed the Education Pioneers Fellowship as a consultant for the Partnership for Los Angeles Schools' teacher development initiatives.

Dale Chu

Dale Chu joined the Indiana Department of Education (IDOE) soon after Indiana State Superintendent Dr. Tony Bennett took office in 2009. Today, Chu is closely involved in all aspects of IDOE's reform goals and initiatives. An expert in education policy, Chu is active in guiding the state's approach to accountability, teacher and leader quality, and school turnaround. Chu began his career in education as a teacher in San Benito, Texas, located in the Rio Grande Valley along the U.S.–Mexico border. During his second year of teaching, Chu was recognized as the district's teacher of the year. He later became the founding principal at a high-performing urban charter school in Connecticut. In three years, Chu took the school from a pass rate of 26 percent to a pass rate of 96 percent on the state test. The school recently was recognized for achieving the highest African-American student performance scores in the state. Chu holds a bachelor's degree from Cornell University and a master's degree in administration and policy analysis from Stanford University.

Matthew Clifford

Matthew Clifford, Ph.D., is a senior research scientist at American Institutes for Research. Dr. Clifford's research and evaluation interests focus on the improvement of school leadership as a means of improving instructional quality and student achievement. Currently, he manages multiple research and evaluation studies, which deploy quasi-experimental and mixed methods to determine the effectiveness of principal professional development and evaluation efforts to improve principal quality. Dr. Clifford also consults with school districts and states to design principal evaluation systems through the National Comprehensive Center for Teacher Quality and the Center for Educator Compensation Reform. He authored several publications about principal evaluation design, including *A Practical Guide to Designing Comprehensive Principal Evaluation Systems* and the *Quality School Leadership Identification* guides. Dr. Clifford has been studying and working with school principals as a researcher for the past 15 years and is a lifelong educator, having previously worked as a teacher, curriculum director, and professional developer.

Jane G. Coggshall

Jane G. Coggshall, Ph.D., is a senior researcher at American Institutes for Research (AIR). She has served as project director for several multimethod research studies focusing on teacher learning and effectiveness. She was the lead analyst reporting on the implementation of the Validation Engine, a tool for states and districts to examine their teacher observation protocol in terms of rater reliability and correlation to student achievement outcomes commissioned by the Bill & Melinda Gates Foundation. She also has authored and coauthored multiple policy papers for various audiences on the topics of educator quality innovations, Generation Y teachers, and supporting teaching effectiveness. Dr. Coggshall also works for the National Comprehensive Center for Teacher Quality (TQ Center), a partnership between AIR, ETS, and Vanderbilt, for which she helps develop print and online resources regarding educator quality issues for regional and state education officials. She authored several TQ Center Research & Policy Briefs about teacher quality topics and the *Communication Framework for Measuring Teacher Quality and Effectiveness*. Dr. Coggshall has provided technical assistance to states and regions regarding equitable teacher distribution, teacher effectiveness, and teacher preparation. Before coming to AIR, Dr. Coggshall taught middle-level mathematics at an elementary school and at a junior high school in New York City. As part of her doctoral work at the University of Michigan, she conducted original quantitative and qualitative research, exploring state-level reading policy, the use of portfolios for the assessment of beginning teachers, and the local effects of national teacher quality policy. Dr. Coggshall earned her doctorate in education administration and policy from the University of Michigan.

Pamela Coleman

Pamela Coleman was formerly the director of teacher education and licensure with the Kansas State Department of Education (KSDE). Her staff was responsible for the issuance of all educator licenses, accreditation of educator preparation units, educator preparation coursework approval, professional development, and alternative pathway programs as well as work associated with The Wallace Foundation. Prior to joining KSDE, Coleman's career included work within P-12, serving as teacher, district P-12 staff developer, assistant principal, principal, and associate superintendent in an urban district. Coleman's career also included higher education work assisting 34 school districts to meet compliance of the No Child Left Behind Act as well as other department of education work. Coleman served on the National NCATE (National Council for Accreditation of Teacher Education) State Partnership Board, was a member of the InTASC principle's revision work, and served as a member of NASDTEC (National Association of State Directors of Teacher Education and Certification) Board—Central States Regional Director. She is a member of American Association of Colleges for Teacher Education, Learning Forward, American Educational Research Association, and ASCD. She has published a number of articles in national and international educational journals and has lectured both nationally and internationally, inspiring educators to embrace the important work of education. Coleman recently accepted a strategic advisor position with Educational Testing Services, where she is currently employed.

Susana Cordova

Susana Cordova brings more than 20 years of experience in the Denver Public Schools (DPS) to her position as chief academic officer of DPS. She is a lifelong Denver resident and has worked at the elementary, middle, and high school levels while with DPS. Cordova has held several positions in central administration and was most recently the executive director of teaching and learning, before moving into the role of chief academic officer. Cordova began her teaching career as a bilingual middle school teacher. From there, she taught high school English and English as a second language and was a dean of discipline. She served as an assistant principal for one year before becoming the principal of Remington Elementary School, a school with a 95 percent free or reduced-price lunch population. In 2002, Cordova was recruited to the central office as the director of literacy. Under her supervision, DPS implemented a districtwide literacy program at all grades, with comprehensive pacing and planning guides and resources. The DPS literacy program included extensive support for schools with building-based coaches and ongoing professional development for teachers. Cordova received her undergraduate degree in English from the University of Denver and a master's degree in curriculum and instruction and education administration from the University of Colorado. She is a proud alumnus of DPS, and her two children also are DPS students.

Cory Curl

Cory Curl is responsible for providing support and guidance to states as they transition to accountability and reporting systems designed to drive college and career readiness for all students. In addition, she assists states in the PARCC (Partnership for Assessment of Readiness for College and Careers) consortium on transition issues that have implications for accountability systems at all levels. Prior to joining Achieve, Curl was a consultant to the U.S. Department of Education's Office of Innovation and Improvement through the White House Council on Strong Cities, Strong Communities initiative, where she focused on supporting the City of Memphis with cradle-to-career education strategy. She also has served as director of the Education Delivery Unit at the Tennessee Department of Education, as a senior policy advisor for EducationCounsel, as senior research analyst for the Governor's Office of State Planning and Policy in Tennessee, and as policy director for the Tennessee Department of Education. A Kentucky native, Curl received a bachelor's degree in geology from Guilford College in Greensboro, North Carolina, and a master's degree in public administration from the Martin School of Public Policy and Administration at the University of Kentucky. In 1994, she received a Kentucky Arts, Education, and Humanities Award for her advocacy in support of the Kentucky Education Reform Act of 1990.

Marlene Darwin

Marlene Darwin, Ph.D., is a senior researcher at American Institutes for Research (AIR) since 2003. Prior to joining AIR, Dr. Darwin spent 15 years as a reading specialist in middle and high schools in Virginia and Georgia. As part of her work at AIR, she conducted qualitative data analysis for the development of the Comprehensive School Reform Quality Center's five consumer-oriented reports on comprehensive school reform. Dr. Darwin spent seven years on the management team for the Reading First Monitoring Project, leading the development of protocols to conduct monitoring and collect qualitative data; analyzing state, district, and school

Reading First grants and subgrants; leading monitoring teams to districts and schools in 21 states, facilitating interviews, focus groups, and meetings; analyzing qualitative data for 30 state reports; and providing leadership for the project. Currently, she is co-project director at AIR for the U.S. Department of Education's initiative Doing What Works (DWW), and led the review of research and drafted the Institute of Education Sciences practice guide *Turning Around Chronically Low Performing Schools*, under the direction of the panel. Dr. Darwin leads the content development and provides extensive technical assistance and professional development for DWW topics (school turnaround, dropout prevention, adolescent literacy, data-based instructional decision making, increased learning time, and increasing postsecondary access) to states, districts, and schools. She also serves as a senior recruiter for the Teacher Leadership Evaluation Systems Study and as director for webinars and publications for the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or at Risk. Dr. Darwin specializes in research-to-practice in school reform and turnaround, high schools, and literacy. Further, Dr. Darwin has served as program chair and chair for five years for the School Turnaround and Reform AERA (American Educational Research Association) Special Interest Group and as program chair for one year for the School Effectiveness and School Improvement AERA Special Interest Group. Dr. Darwin received her doctorate in education from George Mason University.

Geneviève DeBose

Geneviève DeBose is an educator, artist, and activist who spent a decade teaching middle school students in urban settings across the country. She started her teaching career as a 1999 Los Angeles Teach for America corps member and went on to earn National Board Certification in 2010. She spent the 2011–12 school year as a U.S. Department of Education Washington Teaching Ambassador Fellow, working on teacher outreach and middle grades reform, under the leadership of a senior advisor to Secretary Arne Duncan. DeBose was a featured teacher in Academy Award-winning Director Davis Guggenheim's films *The First Year* and *Waiting for Superman* and in 2012, was named one of Education Week's 17 Leaders Who Will Shape Education for the Next Generation. She now serves as director of educator engagement at the National Board for Professional Teaching Standards. In this role, DeBose works to connect, mobilize, and amplify the voices and expertise of the country's 97,000 National Board Certified Teachers.

Jesse Dixon

Jesse Dixon is an education policy consultant who assists states and districts with turnaround policy design and implementation. For the past three years, Dixon has supported the Massachusetts Department of Elementary & Secondary Education in the development of the state's accountability and assistance system. He directed the launch and ongoing management of the state's Office of District and School Turnaround, which manages the Race to the Top turnaround initiatives, School Improvement Grants program, and overall efforts to intervene in the state's most struggling schools and districts. Dixon also served as the point person to coordinate the implementation of the state's new educator evaluation system with the turnaround agenda. Earlier in his career, Dixon worked as a chief of staff to members of the New York City Council, New York State Legislature, and Massachusetts State House of Representatives. Dixon earned his master's degree in education from the Harvard Graduate School of Education.

Megan Dolan

Megan Dolan, Ed.D., is a senior research scientist at The George Washington University Center for Equity and Excellence in Education (GW-CEEE), where she is the Maryland state technical assistance coordinator for Mid-Atlantic Comprehensive Center and the liaison to the Teacher Quality Center. Dr. Dolan is currently working with the states in the Mid-Atlantic region to enhance their teacher evaluation systems. In Maryland, she is working with the state education agency (SEA) to develop a comprehensive statewide educator evaluation system that will include student growth and is helping to facilitate the pilot process in Maryland districts. She is working closely with Maryland's educational leadership to develop policies, practices, and guidance for districts related to using student learning objectives (SLOs) as measures of educator effectiveness. Dr. Dolan also is supporting the design and delivery of professional development on SLOs for SEAs, local education agencies, and local stakeholders. In Delaware, she collaborated with the SEA, the Delaware State Education Association, and the National Comprehensive Center for Teacher Quality to facilitate the development and implementation of a student growth component for Delaware's performance appraisal system. Dr. Dolan also has supported educator evaluation efforts in New Jersey and the District of Columbia and is working to share lessons learned among stakeholder groups. She works with Maryland to support the implementation of their Race to the Top and School Improvement Grants awards. She has a broad range of experience developing and providing professional development and technical assistance designed to accelerate achievement for minority and low-income students. Prior to joining GW-CEEE, she was a curriculum coordinator for the Department of Defense PK–12 schools and the associate director for the Region V Area Center for Educational Enhancement at Florida Atlantic University. As a teacher and artist-in-residence in Palm Beach County, she collaborated with PK–12 teachers to use performing and visual arts experiences to support instruction in core academic areas. Dr. Dolan has conducted research on educator evaluation and professional development, scale-up, capacity building, school improvement policy, and teacher education. She holds a doctorate in curriculum and instruction from Florida Atlantic University.

Adriane Dorrington

Dr. Adriane Dorrington, National Education Association (NEA) senior policy analyst oversees federal and state policies related to teacher evaluation and teacher effectiveness. She provides technical support to state affiliates, including the Race to the Top recipients as they reform and implement new teacher evaluation systems. In addition, she monitors other teacher effectiveness projects, such as Gates Measuring Teacher Effectiveness, and works with national agencies that have teacher quality goals. Prior to her position at NEA, Dr. Dorrington served as program director for the NASA Preservice Teacher Program. Dr. Dorrington was a former middle and high school science department head and taught at inner city schools and small suburbia schools. In addition, Dr. Dorrington served as the Nova Scotia provincial science consultant and oversaw all PK–12 science programs. Throughout her entire professional career, Dr. Dorrington has presented professional development to preservice and inservice educators. She has taught at postsecondary institutions in Canada and the United States and has served as chair of an education department at a small liberal arts institution. She was a certified national trainer for Education Testing Services and worked with Charlotte Danielson, educating classroom educators and administrators on the Danielson Framework for Teaching. Dr. Dorrington believes that every

student deserves competent, caring, and highly effective teachers who not only understand the complexities and the challenges of the teaching and learning process but also are prepared to transform and lead the profession.

Josh Edelman

Josh Edelman is senior program officer for the Bill & Melinda Gates Foundation on the Empowering Effective Teachers (EET) team. Edelman oversees the seven-year, \$90 million investment in teacher effectiveness in the Memphis City Schools. He is also the lead program officer, developing knowledge about principal leadership for 11 districts and charter management organizations across the EET portfolio and is a member of the steering committee for the Gates Foundation's Teacher Voice and Professionalism work. Previously, Edelman was the deputy chief of the Office of School Innovation (OSI) for the District of Columbia Public Schools. OSI oversaw efforts to support and empower 58 public schools through the infusion of unique programmatic elements targeting student investment and achievement. Prior to working at District of Columbia Public Schools, Edelman was the executive officer of the Office of New Schools at Chicago Public Schools, which worked to recruit, develop, and support new schools and ultimately, hold them accountable to high performance measures. He also has held various leadership positions at The SEED Foundation, first on the board of directors, then as principal of The SEED School, a public charter boarding school in Washington, D.C. Edelman also taught for 10 years before working with SEED. He taught social studies for three years at Milton Academy in Massachusetts and seven years at Menlo-Atherton High School in Atherton, California, where he was also the founder and executive director for RISE (Realizing Intellect Through Self-Empowerment), a youth development program targeted at African-American youth. Edelman has a bachelor's degree in American history from Harvard University, a master's degree in education from Stanford University, and a second master's degree in educational administration with an administrative credential, also from Stanford University. Edelman has received fellowships from the Mellon Foundation and Echoing Green and has served on the boards of The SEED Foundation, The Center for the Future of Teaching & Learning, and the National Alliance for Public Charter Schools. Edelman was also a mentor for Real Men Read in Chicago.

Karla Eslinger

Dr. Karla Eslinger accepted the position of assistant commissioner of the Office of Educator Quality with the Missouri Department of Education on July 1, 2010. Prior to coming to the Missouri Department of Education, Dr. Eslinger completed her 27 years of service to the children of Missouri as superintendent of West Plains R-VII School District. Dr. Eslinger's tenure included experience as a classroom teacher, principal, as well as assistant superintendent in curriculum and instruction. Throughout Dr. Eslinger's career, her focus has centered on the development of quality educators through instructional leadership. Working with the Office of Educator Quality and educators across the state, she has facilitated the development of educator standards. These standards serve as the foundation for the current collaborative work related to certification processes, the redesign of educator preparation program accreditation, and the implementation of a model evaluation system for all educators that provides a framework for continuous development.

Wesley Farrow

After studying economics and psychology at the University of Michigan, Farrow spent time in the nonprofit sector, working in Latin America, Southeast Asia, and Sub-Saharan Africa. He then joined Teach for America and moved to Los Angeles to work in secondary special education. While teaching, Farrow remained connected to international equity issues through microfinance work in Northern Uganda and as an alumni board member of Students of the World. Outside the classroom, he worked to improve United Teachers Los Angeles governance as a founding member of New TLA's Steering Committee, spent summer 2011 as a Leadership Fellow at Los Angeles Unified School District, and is a founding board member of The ED Agency in Watts. Farrow is board member and treasurer of Del Rey Neighborhood Council and serves on the Coro Southern California Board. Farrow is dedicated to connecting the world through fluency-building conversations as cofounder of Soltura Language Incorporated.

Anne Marie Fenton

Anne Marie Fenton directs the assessment program for the Georgia Professional Standards Commission (GaPSC), which includes managing the Georgia Assessments for the Certification of Educators educator certification testing program, Title II, Part A (Elementary and Secondary Education Act), and Title II/Higher Education Opportunity Act. In addition, she manages the rulemaking process for the agency. Previously at GaPSC, she served as an education specialist in educator preparation program approval. Prior to joining GaPSC five years ago, Fenton held several positions in Kennesaw State University's Bagwell College of Education across nine years, preparing teachers and serving most recently as associate director of the Center for Service, Outreach, and Partnerships, and she has many years of corporate experience with MCI Telecommunications. Fenton began her career as a classroom teacher. Fenton holds her Ed.S. from Georgia State University, a master's degree from West Georgia University, and a bachelor's degree from Kennesaw State University.

Jenni Fetters

Jenni Fetters is research and policy associate in the Education, Human Development, and the Workforce division at American Institutes for Research (AIR). Fetters works as part of the educator quality team at AIR, focusing primarily on teacher and leader evaluation system development and implementation. As a researcher supporting the National Comprehensive Center for Teacher Quality, she recently developed the State Teacher Evaluation Policy Database and has contributed writing and research to five Research & Policy Briefs regarding teacher and leader evaluation. In addition, Fetters has provided technical assistance and support for state-level evaluation reform efforts in Mississippi, Massachusetts, Ohio, Wisconsin, and Washington. Her work has included standards and rubric development and alignment, qualitative analysis and incorporation of stakeholder feedback into design processes, and report writing. Fetters is a recipient of a Title IV Foreign Language and Area Studies Fellowship and an Earhart Fellowship. Fetters has completed the course requirements for her doctorate in the political science department at Michigan State University and received her bachelor's degree in political science (honors) from Calvin College in Grand Rapids, Michigan.

Dick Flanary

Dick Flanary serves as a deputy executive director for programs services. He provides leadership to NASSP (National Association of Secondary School Principals) professional development, advocacy, strategic alliances, membership, and student services teams. Flanary is an experienced presenter, trainer, and author. He has delivered presentations and training in 47 states and seven foreign countries. He has authored more than 20 articles for professional publications and is a contributing author of the *School Leader Internship* handbook. Flanary represents NASSP with various education policy groups, including the Educational Leadership Constituent Council; the Educational Leadership Policy Standards: ISLLC 2008, the National Policy Board for Educational Administration; the Executive Board for the National Council of Professors of Educational Administration; and the American Clearinghouse on Educational Facilities. He also serves as an adjunct professor in the College of Education at Virginia Tech University. Flanary was the founding director of the Southwestern Virginia Regional Assessment Center based at Virginia Tech University in Blacksburg, Virginia. Flanary worked as a middle-level principal, assistant principal, guidance counselor, and teacher in Prince William County, Virginia.

Patricia A. Foerster

Patricia A. Foerster is currently a special assistant on education policy in the Martin O'Malley administration. In addition to working on policy issues, she works with the governor's P-20 Leadership Council, the TELL Maryland Survey, and appointments to education boards and commissions. Foerster began her career in education as an elementary school teacher in Michigan, Texas, Rhode Island, and Connecticut. In Baltimore County, Maryland, she taught students with multiple and severe handicaps and middle school students with learning disabilities. Before retiring from education, Foerster was on leave, serving as president and vice president (1993 to 2006) of the Maryland State Education Association (formerly the Maryland State Teachers Association). In those roles, she represented more than 60,000 educators in their quest to meet the needs of an ever more diversified student body. In addition, Foerster served on the Arts Education in Maryland Schools Consortium and the Maryland State Department of Education's Schools for Success Goals 2000 Committee, and she chaired the Youth Violence Prevention Task Force of the Governor's Cabinet Council on Criminal and Juvenile Justice. After completing a bachelor's degree from Central Michigan University, Foerster continued her education, earning a master's of science degree from Loyola College in Maryland.

Laura Goe

Laura Goe, Ph.D., is a research scientist in the Teaching and Learning Research Center at ETS in Princeton, New Jersey. She holds a doctorate from the University of California–Berkeley in policy, organizations, measurement, and evaluation; a master's degree from the University of Memphis in education leadership and policy; and a bachelor's degree from the University of California–San Diego. While at Berkeley, Dr. Goe was the research director for the Bay Area Consortium for Urban Education, where she worked with representatives from seven school districts, seven colleges and universities, and two community colleges to improve teacher recruitment, preparation, and retention in the Bay Area. Prior to attending Berkeley, Dr. Goe was a seventh-grade language arts teacher in the Memphis, Tennessee, public school system, where

she taught in an inner-city school in North Memphis. She also taught seventh- and eighth-grade special education in a rural school in Tunica, Mississippi. Currently, Dr. Goe is a principal investigator for research and dissemination for the National Comprehensive Center for Teacher Quality. She also directs a project for the Institute of Education Sciences that is focused on assessing the preparation of teacher candidates to teach reading in elementary classrooms. At ETS, Dr. Goe is involved in several projects focused on policy analysis and research related to the distribution of teacher qualifications and characteristics in schools and classrooms, measuring teacher quality, value-added modeling, teacher preparation and induction, teacher compensation, professional development, formative assessment, issues of teacher supply and retention in rural and Native American schools, resource allocation in schools and districts, and assessing school culture.

Dewey Gottlieb

Dewey Gottlieb is the educational specialist for mathematics in the Hawaii State Department of Education. Gottlieb provides leadership for mathematics education in the state of Hawaii regarding curriculum, instruction and assessment, implementation of the Common Core State Standards, and the STEM Learning Strategy and Network. Prior to serving in his current position, he taught high school mathematics for 13 years and served as a district-level mathematics resource teacher for four years. While in the classroom, he significantly increased the number of students at his school taking and passing the Advanced Placement Calculus Exams and worked closely with the school's Deaf/Hard of Hearing (DHH) Program to improve DHH students' achievement in mathematics. Gottlieb was Hawaii's first mathematics teacher to achieve National Board Certification, and he is also a recipient of the Presidential Award for Excellence in Mathematics and Science Teaching and the Milken Educator Award.

Tabitha Grossman

Tabitha Grossman, Ph.D., is a program director at the National Governors Association (NGA). Dr. Grossman leads NGA's work on human capital issues in education, specifically, educator compensation, educator effectiveness and evaluation, and educator preparation. Additionally, she is currently working with governors and their key policy staff to help them assess and address the impact of the Common Core State Standards on human capital policy. She also works with key state policymakers on rethinking state accountability systems, improving the quality of charter schools, and creating the state policy infrastructure to support competency-based education. Dr. Grossman is the author of the NGA Center publications *Building a High-Quality Education Workforce: A Governor's Guide to Human Capital Development* and *Realizing the Potential: How Governors Can Lead Effective Implementation of the Common Core State Standards*, as well as several other publications on a variety of contemporary education issues. Immediately prior to working at the NGA Center, Dr. Grossman was director of former North Carolina Governor Mike Easley's Learn and Earn Early College High School Initiative. Previously, Dr. Grossman led former Virginia Governor Mark Warner's Project Graduation and Early College Scholars initiatives. She has worked in public school divisions in central Virginia in a number of roles. Dr. Grossman holds a bachelor's degree, a master's degree, a post-master's certificate, and a doctorate, all from Virginia Commonwealth University in Richmond, Virginia.

Bryan C. Hassel

Bryan Hassel, Ph.D., is codirector of Public Impact. He consults nationally with leading public agencies, nonprofit organizations, and foundations working for dramatic improvements in K–12 education. He is a recognized expert on charter schools, school turnarounds, education entrepreneurship, and teacher and leader policy. His work has appeared in *Education Next*, *Education Week*, and numerous other publications and blogs. Dr. Hassel received his doctorate in public policy from Harvard University and his master's degree in politics from Oxford University, which he attended as a Rhodes Scholar. He earned his bachelor's degree at the University of North Carolina at Chapel Hill, which he attended as a Morehead Scholar. Dr. Hassel is a senior affiliate with the Center on Reinventing Public Education and a nonresident senior fellow with Education Sector.

Kathy Hebda

Kathy Hebda has worked for the Florida Department of Education since 1992. In the Bureau of Educator Certification, she served as a program specialist, policy coordinator, and administrator of the District Certification Partnership Training Program. Beginning in 2003, she served as a policy analyst for the legislative director in the Division of Public Schools, and she was selected as chief of the Bureau of Educator Recruitment, Development, and Retention in February of 2005. Hebda has been the Florida Department of Education's deputy chancellor for educator quality since 2009. The Division of Educator Quality provides resources to school districts, universities, and individuals to help ensure that the state's educational workforce is of the highest quality possible. The primary responsibilities of the Division of Educator Quality include development of standards for the education profession; educator preparation, certification, and renewal; educator recruitment, recognition, performance, and professional development; and investigation and discipline of educator misconduct. Hebda began her educational career as a choral director in public schools in Florida and Georgia. She received a bachelor's degree in music education from Newberry College in South Carolina and a master's degree in music education and choral conducting from the Florida State University.

Lynn Holdheide

Lynn Holdheide, a senior technical assistance consultant at American Institutes for Research (AIR), works on several projects related to evaluating teacher effectiveness and improving the preparation of teachers for students with at-risk characteristics and disabilities. Holdheide supports the National Comprehensive Center for Teacher Quality (TQ Center) work with states and regional comprehensive centers through the development of tools and resources related to teacher effectiveness and teacher evaluation. She presents to multiple stakeholder groups and provides technical assistance to states and districts as they design comprehensive teacher evaluation systems—with a particular emphasis on addressing the special challenges in evaluating teachers of students with special needs. Holdheide also coordinates the TQ Connection, an online resource designed to serve both general and special education teacher preparation. Her work also addresses response to intervention, inclusive services, and effective teaching practices. Before coming to AIR, Holdheide was a Vanderbilt University research associate in the National Comprehensive Center for Teacher Quality. Prior to appointment to her

position at Vanderbilt University, Holdheide served as the project coordinator and education consultant for nine years at the Indiana Department of Education, Division of Exceptional Learners. She served as the school-to-work transition consultant and directed a statewide study collecting postschool outcome data for students with disabilities. Holdheide holds an undergraduate degree in special education from the Ohio State University and a master's degree from Eastern Illinois University.

Molly Horstman

Molly Horstman serves as the director of Compass at the Louisiana Department of Education (LDOE) and has worked on the development, testing, refinement, and implementation of the state's new support and evaluation system for teachers and leaders for the past two years. Prior to joining LDOE, she worked at the Recovery School District (RSD) in New Orleans, teaching for two years at Sarah T. Reed Elementary as a Teach for America corps member, and subsequently working in Human Resources at the RSD Central Office. Horstman holds a bachelor's degree in political science from Barnard College and is originally from Minneapolis, Minnesota.

Karen Huffman

Karen Huffman, Ed.D., has more than 40 years of experience in education, with expertise in improving teacher quality, 21st century teaching and learning, improving low-performing schools, and improving outcomes for at-risk students. As a high school counselor and school and district administrator in West Virginia, Dr. Huffman directed work with low-performing schools and helped develop exemplary programs for at-risk students, including Project AIM HIGH, which focused on getting at-risk students into postsecondary education and led to improved achievement and graduation rates and reduced dropout rates. As West Virginia Department of Education (WVDE) Assistant State Superintendent of the Division of Educator Quality, Dr. Huffman led the development of professional educator standards and evaluation systems. While at WVDE, she coordinated intensive professional development programs on 21st century teaching and learning. As senior program specialist/associate director for the Appalachia Regional Comprehensive Center (ARCC) at Edvantia since 2012, Dr. Huffman has responsibility for coordinating with the director the daily operation of ARCC, including oversight of personnel, work assignments, professional development of ARCC staff and partners, and staff evaluations. In addition, she provides leadership for the implementation of technical assistance and support initiatives in the states served by ARCC (Kentucky, North Carolina, Tennessee, Virginia, and West Virginia). This work involves coordination of the ARCC technical assistance support team with each state director to ensure that ARCC's differentiated approach to technical assistance is implemented fully; that state education agency needs are met; and that all ARCC services are relevant, useful, and of high quality. Dr. Huffman also served on the Council of Chief State School Officers (CCSSO) task force that revised the professional teaching standards (InTASC) and currently serves on CCSSO's educator workforce advisory board.

Lindsay Jones

Lindsay Jones is the senior director for policy and advocacy at the Council for Exceptional Children (CEC). In that role, she designs CEC’s federal legislative strategy and advocates for CEC’s policy agenda before the U.S. Congress, the Administration and the U.S. Department of Education. She is a member of the executive committee of the Committee for Education Funding, America’s largest education coalition, and a contributor to the National Journal’s education experts forum. She also develops CEC’s advocacy campaigns and works closely with its grassroots Children and Youth Action Network to implement them. Before joining CEC, Jones was a partner with the law firm of Gust Rosenfeld in Phoenix, Arizona. As a practicing attorney, she advised public school districts and charter schools on all education matters, including special education compliance and litigation. She represented school districts and charter schools in Office of Civil Rights investigations, state complaints before the Arizona Department of Education, and in IDEA and Section 504 due process hearings and litigation. She is admitted to and has litigated before the Ninth Circuit Court of Appeals, the federal district court, and state and administrative courts in Arizona. Lindsay is a graduate of the University of Arizona James E. Rogers College of Law, received her master’s degree in Latin American studies from the University of New Mexico and her undergraduate degree from the University of Arizona in Art History.

Brad Jupp

Brad Jupp is a senior program advisor in the Office of Secretary of Education Arne Duncan. In that role, he supports the development and implementation of policy on teacher and leader effectiveness. He is on loan to the secretary’s team from the Denver Public Schools (DPS), where, for more than 24 years, he served as a teacher, union leader, and senior administrator. Jupp spent 19 years as a middle school language arts teacher, including four years in his dream job at the DPS Alternative Middle School.

Paul Katnik

Paul Katnik currently serves as a director in the Office of Educator Quality at the Missouri Department of Elementary & Secondary Education. He has been in education for more than 25 years, working with students of all ages—kindergarten through Grade 12—as both teacher and a building principal. Katnik has served at the Missouri Department of Elementary & Secondary Education for the past seven years; current responsibilities include coordinating the state model educator evaluation system.

Karen Kidwell

Karen Kidwell is the director of the Division of Program Standards in the Office of Next Generation Learners at the Kentucky Department of Education. The Division of Program Standards houses four branches: School Readiness, Academic Core, Coordinated School Health, and College and Career Readiness. Kidwell is also project manager for Kentucky’s system of leadership networks, a comprehensive professional learning system designed to build district capacity relating to the implementation of the standards within the context of highly effective

teaching, learning, and assessment practices. Kidwell earned her bachelor's degree in elementary education and mathematics from the University of Louisville and her master's degree in education from Georgetown College. Kidwell also has completed the Executive Leadership Program for Educators at Harvard University as a member of the Kentucky Department of Education team.

Paige Kowalski

Paige Kowalski, director of state policy initiatives, supports state policymakers in their efforts to develop and use P–20 statewide longitudinal data systems to improve student achievement. Kowalski oversees the Data Quality Campaign's (DQC) direct policy assistance to states and works with national organizations to assist states through existing consortia and initiatives. She leads DQC's work to inform state teacher effectiveness policies by collaborating with states and national organizations regarding the development of policies, practices, and resources to support state efforts to develop an educator workforce that is prepared to use data for continuous improvement. As a part of this work, Kowalski also leads DQC's efforts to inform best practices in the implementation of a high-quality teacher–student data link. Prior to joining DQC, Kowalski coordinated and managed multiple data initiatives for the Council of Chief State School Officers (CCSSO) from 2006 to 2008. While at CCSSO, Kowalski managed SchoolDataDirect.org, provided technical assistance to U.S. Department of Education Statewide Longitudinal Data System grantee states, and managed CCSSO's Longitudinal Student Data Systems Taskforce. Kowalski also has significant experience in building capacity in low-performing schools through her K–16 partnership and teacher professional development work at the University of California. Kowalski received her bachelor's degree in international relations from the University of California, Davis, and earned a master's degree in public policy from The George Washington University, where she focused on education policy.

Lisa Lachlan-Haché

Lisa Lachlan-Haché, Ed.D., is a senior research and policy associate at American Institutes for Research, conducting educational policy research at federal, state, and local levels in teacher quality and accountability and performance management, specifically the implementation of state and district educator effectiveness systems. Dr. Lachlan-Haché has demonstrated experience leading the redesign of teacher and principal evaluation systems, has written multiple reports for nontechnical education policy audiences, and has presented at many national convenings. Dr. Lachlan-Haché received her doctorate in education psychology from Northern Illinois University.

Heather Lageman

Heather Lageman is the teacher effectiveness specialist at the Maryland State Department of Education. Lageman manages Maryland's Race to the Top Teacher Induction Project and co-manages Maryland's Race to the Top Educator Effectiveness Academy Project. In addition, her responsibilities include managing NCLB Title IIA and providing leadership for the state teacher professional development programs and policies as well as the professional development coordinators. Her work is largely focused on developing an inspired, dedicated, and highly qualified teaching force in Maryland. She is committed to the advocacy and leadership necessary

to support Maryland’s induction and professional development programs. Drawing upon her 15 years of experience in the public school system, Lageman provides a unique perspective based on her work in a wide variety of areas, including the classroom, school administration, central office administration, and state program administration. Lageman has an extensive background in professional development and grassroots work on the transition to the Common Core State Standards as well as data analysis to promote informed policy decision making.

Sabrina W. M. Laine

Sabrina Laine, Ph.D., is vice president, Education, Human Development, and the Workforce, at American Institutes for Research. She is a principal investigator on multiple educator quality focused technical assistance initiatives funded by the U.S. Department of Education, such as the National Comprehensive Center for Teacher Quality and the Center for Educator Compensation Reform. Dr. Laine has a diverse background in educational policy research and has spearheaded efforts to contribute to policy research and resource development related to every aspect of managing and supporting educator talent, including recruitment, compensation, evaluation, distribution, and professional development. She is skilled in working closely and effectively with local, state, regional, and federal education agencies and leads a team of more than 25 researchers and policy analysts who are focused on the challenges faced by educators in urban, rural, and low-performing schools. Dr. Laine has worked for the past several years to ensure that policies and programs are in place that enable all children to have access to highly qualified teachers and leaders. She is the primary author of the book *Improving Teacher Quality: A Guide for Education Leaders*, published by Jossey-Bass in 2011, and is a frequent presenter in states and districts across the country on topics ranging from ensuring teacher effectiveness to equitable teacher distribution. Dr. Laine earned her doctorate in educational leadership and policy studies from Indiana University.

Steve Leinwand

Steve Leinwand is a principal research analyst at American Institutes for Research (AIR) in Washington, D.C., and has more than 30 years of leadership positions in mathematics education. His work at AIR has included technical assistance to the General Electric Foundation and to the Microsoft Math Partnership, involving work in Seattle, Louisville, Cincinnati, and Milwaukee. He has overseen the development of the Algebra Assessment for the ongoing High School Longitudinal Study and coauthored *What the United States Can Learn From Singapore’s World-Class Mathematics System (and What Singapore Can Learn From the United States)*. Leinwand also has served as intervention task leader for the Institute for Educational Sciences’ Mathematics Professional Development Impact Study and has been the mathematics lead on the School Improvement Grant for Hazelwood (Missouri) East Middle School. Before joining AIR in 2002, Leinwand spent 22 years as mathematics consultant with the Connecticut State Department of Education, where he was responsible for the development and oversight of statewide activities in K–12 mathematics education, including the provision of technical assistance and professional development, the evaluation of Title I and K–12 mathematics programs, the assessment of student achievement and teacher competency, the dissemination of information, and the coordination of programs and activities. Leinwand has served on the Mathematical Sciences Education Board during the development and publication of *Everybody*

Counts, as president of the National Council of Supervisors of Mathematics, and on the National Council of Teachers of Mathematics (NCTM) Board of Directors where he helped to review NCTM's *Principles and Standards for School Mathematics*. Leinwand is also an author of several mathematics textbooks. He has written numerous articles, and his books *Sensible Mathematics: A Guide for School Leaders in an Era of Common Core State Standards* and *Accessible Math: 10 Instructional Shifts That Raise Student Achievement* were published by Heinemann in 2012 and 2009 respectively. He also has conducted periodic seminars on "Making Math Work for Underachieving Students," including the development of instructional strategies for improving student achievement generally, and in the areas of fractions, decimals, proportional reasoning, measurement, and estimation specifically.

Mariann Lemke

Mariann Lemke is a principal research analyst in the Education, Human Development, and the Workforce division at American Institutes for Research (AIR). Lemke has more than a decade of experience managing large-scale survey and assessment projects in education at the federal and district levels. At AIR, Lemke oversees assessment and evaluation tasks for district, state, and federal clients. She currently directs a project for Baltimore City Public Schools and the Office of the State Superintendent of Education in Washington, D.C., to develop value-added models and acts as a task leader on a federal study on the impact of teacher and leader evaluation systems. She is leading stakeholder engagement and communications support for the state of Florida in its work to develop value-added models for use in educator evaluation and acts as senior advisor on a similar project for the state of New York. Lemke joined AIR in 2009 from the Chicago Public Schools, where she was the director of assessment and was responsible for administering state and district testing, new test development, and the district's overall assessment strategy. Prior to that, Lemke managed the Program for International Student Assessment and the international Adult Literacy and Lifeskills Survey at the National Center for Education Statistics, U.S. Department of Education.

Christina Linder

Christina Linder is the chief certification officer and director of professional standards at the Idaho State Department of Education. Linder has oversight of program approvals for Idaho's teacher preparation programs as well as the certification standards for Idaho's professional school personnel. In addition, her responsibilities include managing NCLB Title IIA state projects and providing leadership for the state teacher and administrator evaluation programs and policies. Her work is largely focused on developing a cohesive system for the development and growth of all Idaho educators, from preservice practices through inservice leadership responsibilities. Linder also serves as the chair of the Interstate Committee for the National Association of State Directors of Teacher Education and Certification. Drawing upon her 22 years of involvement in both public and private education, prekindergarten to higher education, Linder contributes a unique perspective. The breadth of her work is grounded in a wide variety of experiences, including classroom instruction, administration, teacher preparation, evaluation design, and state and federal program administration. Linder has an extensive background in teacher quality and evaluation research and is currently finishing her doctoral studies in adult learning and organizational leadership, with a focus on effective evaluation models.

Giselle Lundy-Ponce

Giselle Lundy-Ponce has been working in the field of PK–12 education policy and advocacy for the past nineteen years. Currently, her work focuses on policy and research analysis for the American Federation of Teachers (AFT), and she leads AFT’s work on English language learner and Latino student achievement. Another of her main areas of policy expertise is early childhood education. Prior to her work at AFT, Lundy-Ponce developed and directed programs in the fields of youth development, teacher professional development, and community–school collaborations in Washington, D.C., and San Francisco. She has served as a foundation program officer, director of a citywide AmeriCorps volunteer program, and a charter school principal. She holds a bachelor’s degree in political science from Reed College in Portland, Oregon, and an master’s degree in education policy and evaluation from Stanford University.

Ann Maddock

Ann Maddock is a senior policy advisor at the New Teacher Center. Maddock (formerly McArthur) served as the teacher advisor to Governor Mike Easley (2002–2009) and more recently to Governor Beverly Perdue (2009). With Governor Easley, Maddock led the effort to design and implement the first-in-the-nation, statewide teacher working conditions survey in North Carolina in 2002 and the subsequent policies that have helped to reshape education reform in North Carolina. The use of such teaching and learning conditions data has now become a national indicator on teaching quality and school-based reform. Drawing upon her 25 years of experience in public schools, Maddock provides a unique classroom perspective on state and national policies centered on teaching quality and education reform. She assists client states in developing policies and practices utilizing data from teaching and learning conditions surveys. Maddock brings an extensive and unique background on creating and implementing strategies to enhance response rates, working with stakeholders and policymakers to promote the teaching and learning conditions initiative, and building collaborative partnerships to develop and promote new policy. Prior to advising Governor Easley, Maddock taught in secondary public schools in North Carolina and Maryland and was a state and national award-winning science teacher, mentor teacher, team leader, professional development trainer, and varsity basketball coach.

Jeffrey Max

Jeffrey Max is a researcher at Mathematica Policy Research who focuses on teacher quality issues. He is deputy director of a study for the U.S. Department of Education’s Institute of Education Sciences to examine whether disadvantaged students have equal access to effective teaching in 29 districts across the country. He also coauthored a research brief that documented access to effective teaching in 10 districts across the country. Max’s recent experience includes an evaluation of the Talent Transfer Initiative, a program that offered incentives for high-performing teachers to transfer into low-performing schools, and coleading technical assistance for Teacher Incentive Fund grantees participating in the national evaluation. In the past, Max contributed to the work of the Center for Educator Compensation Reform and the National Comprehensive Center for Teacher Quality; prior to becoming a researcher, Max taught in the New Orleans Public Schools.

Cecily R. McNair

Cecily McNair is a veteran educator who has taught social sciences in the Rankin, Warren, and Hinds County School Districts. In 1997, she came to the Mississippi Department of Education as a job skills and literacy program coordinator in the Vocational-Technical Department and in 1998 became a professional teacher recruiter for the Mississippi Teacher Center. McNair now serves as the director of the Mississippi Teacher Center.

Mary Lou Meadows

Mary Lou Meadows, Ed.D., is a program associate with SEDL's Improving School Performance program. Dr. Meadows oversees the planning and delivery of technical assistance and professional development in Alabama, and she assists in providing similar services to other states served by SEDL's Southeast Comprehensive Center (SECC). Prior to her work with SECC, Dr. Meadows provided similar services as part of SEDL's Southeast Comprehensive Assistance Center from 2002 to 2006. Dr. Meadows, professor emerita from the University of North Alabama (UNA) in Florence, has 34 years of experience in the field of education. Prior to joining SEDL in 2002, she taught Grades K–5 as well as college courses at UNA and Middle Tennessee State University in Murfreesboro. She also served as the associate director of the Education Research and Inservice Center at UNA.

Kathy Meeks

Dr. Kathy Meeks is the director of the Office of Educator Evaluation with the South Carolina Department of Education (SCDE). She assumed that position in 2011 after having served as the coordinator for the state's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for the previous ten years. Prior to joining SCDE, Dr. Meeks held administrative positions at the school district level, served as an adjunct professor at the University of South Carolina and Converse College, and, prior to moving to South Carolina, served as a faculty member at the University of Tennessee. She received her doctorate in educational administration from the University of South Carolina, her master's degree from the University of Tennessee, and her bachelor's degree from Eastern Kentucky University.

Debra Meibaum

Debra Meibaum is a program associate with SEDL's Improving School Performance program. Meibaum's current work involves the planning and delivery of technical assistance and professional development in Mississippi and assisting in providing these same services to other states served by the Southeast Comprehensive Center. Her specialty areas are No Child Left Behind, school improvement, and the provision of professional development and technical assistance. Prior to joining SEDL in May 1996, Meibaum worked at the Mississippi Department of Education for 13 years: 10 years in desegregation and bilingual education/English as a second language programs and three years in special education/speech pathology. She also worked for more than seven years in the Mississippi and Louisiana public school systems.

Rick Melmer

Rick Melmer, Ed.D., is the dean of the School of Education at the University of South Dakota. Dr. Melmer began his duties in November 2008. Prior to his work as an education dean, Dr. Melmer served as the secretary of education for the state of South Dakota from 2003–2008. Dr. Melmer has worked at various levels in the K–12 educational system. He was a classroom teacher for five years and an elementary principal for seven years and worked as a school superintendent for 12 years. Dr. Melmer, a South Dakota native, holds a bachelor's degree in elementary education and psychology from Dakota Wesleyan University, a master's degree in elementary administration from South Dakota State University, and a doctorate in educational administration from the University of Wyoming. Dr. Melmer has instructed several graduate courses at the University of Sioux Falls, Morningside College, the Iowa Area Education Agency, South Dakota State University, and the University of South Dakota.

Michaela Miller

Michaela Miller is a National Board Certified Teacher who is currently working at the State of Washington Office of Superintendent of Public Instruction. She is the director of the Teacher and Principal Evaluation Project (TPEP), the National Board Certification Program, and the Beginning Educator Support Team. Miller attained her Washington State principal certification in 2009, renewed her National Board Certification in 2011, and is currently in the doctoral program at the University of Washington.

Angela Minnici

Angela Minnici, Ph.D., is principal researcher, Education, Human Development, and the Workforce, at American Institutes for Research. She is also the deputy director of the National Comprehensive Center for Teacher Quality, a federally funded comprehensive center. Her current work focuses on coordinating, supporting, and leading project teams dedicated to the development and implementation of tools and processes designed to improve educator effectiveness. Dr. Minnici is trained in both qualitative and quantitative research methods and specializes in case study research. She has held various positions in education and research and worked with diverse education stakeholders such as federal and state policymakers, teachers, administrators, parents, and other education organizations. As a senior researcher at the Center on Education Policy, she was principal investigator for several multistate research projects that examined federal and state education policies, including the No Child Left Behind Act and high school exit exam policies. Dr. Minnici also worked for the Georgia Department of Education in the Title I division, where she was responsible for creating, implementing, and evaluating policy regarding supplemental education services. Most recently, Dr. Minnici was the associate director of educational issues at the American Federation of Teachers (AFT) and was charged with incorporating original and current research to assist in the development of policy, publications, and technical assistance to improve teacher quality. In addition, Dr. Minnici was the project director for AFT's federal Investing in Innovation (i3) grant of which the goal was to support the implementation of rigorous and comprehensive teacher evaluation systems in 10 districts across New York and Rhode Island. Dr. Minnici earned her doctorate in administrative and policy studies from the University of Pittsburgh.

Beverly Mortimer

Beverly Mortimer has served as superintendent of Concordia Public Schools since July 2003. Concordia is a rural district in north central Kansas with a student enrollment just over 1,100, a certified staff of 135, and a classified staff of 102. The Concordia School District, USD 333, earned District Accreditation status from AdvancED in the January 2011. A key part of the AdvancED process is to provide required actions for growth and improvement that will help the district chart a path of continuous improvement. Mortimer was recently appointed to participate in the Teaching in Kansas Commission II, a group formed by the Kansas State Board of Education and the Kansas State Department of Education. This commission was formed to address the requirements of Principle 3 of ESEA (Elementary and Secondary Education Act) flexibility waiver. Mortimer serves on the Kansas School Superintendents Association Board of Directors. She is also a member of the National Superintendents Roundtable and the Kansas/Missouri Superintendents Forum. Mortimer received her bachelor's degree in elementary education from the University of Kansas and earned a master's degree in educational administration from Kansas State University.

Susan O'Hara

Susan O'Hara, Ph.D., is an associate professor at Stanford University and executive director for the Center to Support Excellence in Teaching. She holds a bachelor's degree in mathematics and physics from University College Dublin, Ireland; a master's degree in applied mathematics from the University of Southern California; and a doctorate in education from the University of California, Davis. Her research agenda focuses on teacher professional development. Specifically, she investigates approaches to providing professional development for teachers focused on teaching science and mathematics to linguistically diverse populations. Through funding from the Linguistic Minority Research Institute, she investigated the impact of hypermedia authoring on the academic vocabulary development and content understanding of English language learners. Her recent research focuses on aspects of teacher knowledge and instructional practice that are associated with improved outcomes for English learners. She has extensive experience in developing, facilitating, and evaluating large-scale professional development initiatives that have targeted many different education audiences. She has coauthored articles for numerous journals, including the *Journal for the Education of Students Placed at Risk*, the *Journal of Adolescent and Adult Literacy*, and *TESOL Journal*.

Janice Poda

Janice Poda joined the Council of Chief State School Officers as the strategic initiative director for the education workforce in January 2011. Previously, Poda served as the deputy state superintendent of education at the South Carolina Department of Education. She has broad and deep experience in educator human resources issues. During four years of her service as the leader of the South Carolina Department of Education's Division of Educator Quality & Leadership, *Quality Counts* ranked South Carolina as #1 and #2 (two consecutive years each) in the United States for the state's efforts to improve teacher quality. In that role, she oversaw educator certification; a statewide evaluation system for teachers, leaders, and other school personnel; program approval; the state's teacher of the year program; and federal Title II

programs. Poda also worked as executive director of the South Carolina Center for Teacher Recruitment (now known as the Center for Educator Recruitment, Retention, and Advancement) at Winthrop University. While assistant superintendent for personnel in Greenwood School District 50, Poda assisted with the aftermath of a school shooting and a chartered bus accident. She began her career teaching social studies and children with learning disabilities and has worked at the district level in testing, research, and evaluation. She is currently a member of the Council of Accreditation of Educator Programs redesign team and interim board and has served on the Unit Accreditation Board for NCATE.

Rob Ramsdell

Rob Ramsdell is a vice president at Cambridge Education, where he leads partnerships with states and districts to improve performance management and educator evaluation systems. He oversees initiatives focused on effective classroom observation in multiple states and also directs the Tripod Project. The Tripod Project uses student and teacher surveys as a source of information about classroom learning conditions, student engagement, and school climate. Tripod is supported and operated as a partnership between Cambridge Education and Dr. Ronald F. Ferguson of Harvard University. The Tripod Student Survey assessments are an integral part of the Measures of Effective Teaching Project, which is funded by the Bill & Melinda Gates Foundation. Ramsdell began his career as a high school social studies teacher. He holds a bachelor's degree from Brown University; a master's degree in educational administration from Teachers College, Columbia University; and a master's degree in educational technology from the Harvard Graduate School of Education.

Julia Rawlings

Julia Rawlings is currently serving as one of 16 statewide educational recovery leaders for the Kentucky Department of Education. In this position, selected by the commissioner of education, she is responsible for mentoring and guidance to the principal of an identified persistently low-achieving school with functions relating to instructional leadership and school improvement, which include: curriculum (ensures curriculum is aligned with state and local standards and implemented, monitored, and evaluated through a systematic process); assessment (assists leadership in providing meaningful feedback to staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students); instruction (assists leadership with planning and monitoring to ensure effective and varied, research-based instructional strategies are used in all classrooms); culture (defines resources and outlines activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that is conducive to learning.); support services and resources (assists staff in working with families and community groups to remove barriers to learning); professional development (seeks and provides professional development opportunities for the principal and staff); school leadership (focuses instructional decisions of the school council and school leadership teams relating to support for teaching and learning and developing leadership skills); organization (organizes the school around all available resources to ensure maximum effectiveness); planning (develops, implements, monitors, communicates, and evaluates the comprehensive school improvement plan); compliance issues (follows guidelines outlined in the School Improvement Grant). Prior to the educational recovery work, Rawlings

was a high school biology teacher (National Board Certified), Kentucky Department of Education regional science consultant, technology resource teacher, curriculum specialist, as well as a central office administrator in charge of federal programs. Rawlings also has served as a mentor for National Board candidates. She earned a bachelor's degree and master's degree in biology (Morehead State University), a master's degree in school administration (Morehead State University), and certificates for the positions of instructional supervisor (University of Kentucky) and superintendent (Eastern Kentucky University).

Christopher Ruskowski

Christopher Ruskowski serves as the chief officer of the Teacher and Leader Effectiveness Unit, overseeing Delaware's educator evaluation system, licensure, and certification division; teacher and principal coaching and support programs under Race to the Top; and the state's partnerships with talent-development programs such as Teach For America (TFA) and the Delaware Leadership Project. He joined the Delaware Department of Education in 2010. He began his career in education as a middle school social studies teacher and boys' basketball coach at John F. Kennedy Middle School in Miami-Dade County. He has since worked in a variety of district, nonprofit, and charter school contexts, including teaching at Excel Academy Charter School in Boston; instructional leadership roles at multiple TFA summer institutes in Houston, Philadelphia, and New York City; serving as a site director for The New Teacher Project in Miami, Florida, and Shreveport, Louisiana; and serving as an Education Pioneers Fellow in the San Francisco Unified School District. Ruskowski was an Evans Scholar at the University of Minnesota, where he graduated with his bachelor's degree in political science. He studied abroad at the University of Cape Town in South Africa and ultimately represented the state of Minnesota as a finalist for the Rhodes Scholarship. He also holds a master's degree in educational leadership, policy, and organizational studies from Stanford University.

Michael Schooley

Michael Schooley, Ed.D., is currently the deputy executive director of the National Association of Elementary School Principals (NAESP). He served the association initially as the chief advocacy and membership officer before being promoted to the deputy position in July 2009. Schooley also served on the NAESP Board of Directors from 2005–2008, representing NAESP Zone 8 states, which include Arkansas, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, and Texas. Located in Alexandria, Virginia, NAESP serves 23,000 PK–8 principals and 35 million students in the United States of America and other affiliates worldwide. Schooley spent 31 years in public education in the state of Missouri, beginning as an elementary teacher in the St. Joseph, Missouri, School District before being hired as an elementary school principal in 1984. In 1986, he moved to the Columbia Public School District in Columbia, Missouri, where he spent the next 23 years as an elementary school principal. Schooley's accomplishments over the years are reflected in a variety of awards and recognition he has received, including: MAESP Outstanding Service Award (2008); Education Funding Group Honoring Our Own Award (2008); Columbia Public Schools Outstanding Administrator of the Year (2004); Missouri Distinguished Principal Honoree (1995); Outstanding Young Man of America (1986); Phi Delta Kappa Professional Educator of the Year, St. Joseph, Missouri (1982).

Ellen Behrstock Sherratt

Ellen Behrstock Sherratt, Ph.D., is a researcher on the educator quality team at American Institutes for Research. Dr. Sherratt has authored or coauthored numerous articles, briefs, and reports on teacher and principal quality and is coauthor of the book *Improving Teacher Quality: A Guide for Education Leaders*, published by Jossey-Bass. She led the *Everyone at the Table: Engaging Teachers in Evaluation Reform* project, which provides a model for increasing teachers' engagement in the process of designing systems to assess teacher effectiveness. Her technical assistance to states includes work with the Ohio Department of Education to help school district leaders think more systemically and comprehensively about managing educator talent; work with a collaborative of New England states on developing common definitions and measures of educator effectiveness; work with the State of Washington Office of Superintendent of Public Instruction holding regional forums and conducting case studies about the statewide educator evaluation pilot programs; and work for the Illinois Performance Evaluation Advisory Committee, Florida Department of Education, and Massachusetts Department of Education. Dr. Sherratt also coordinated, presented, and facilitated discussions among state education agencies and regional comprehensive centers at National Comprehensive Center for Teacher Quality conferences and issue forums. She has supported teacher effectiveness work at the American Federation of Teachers and the National Education Association. Dr. Sherratt earned her doctorate in education from the University of Oxford in England, where her dissertation focused on competing approaches to measuring and addressing teacher shortages from a cross-national perspective.

Mary Ann Snider

Mary Ann Snider serves as the chief of educator excellence and instructional effectiveness for the Rhode Island Department of Education (RIDE). In that capacity, she oversees the Office of Instruction, Assessment, and Accountability; the Office of Educator Quality and Certification; and the Office of Data, Accountability, and Research for the state of Rhode Island. She brings the perspective of a former special education teacher, assessment specialist, and policy analyst to this position. She has held a variety of roles in her 23 years at RIDE, including assessment specialist and policy analyst. Snider played an instrumental role in establishing the New England Common Assessment Program. She now is involved in the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment consortium as a member of its leadership team. Currently, Snider works with the Charles A. Dana Center to provide a statewide approach to ensuring that every district has guaranteed and viable curricula that are aligned to state standards. She is also responsible for Rhode Island's educator evaluation system and new technology systems developed under Race to the Top.

Carolyn Spangler

Carolyn Spangler is currently serving in her third year as one of 16 statewide educational recovery leaders for the Kentucky Department of Education. In this position, selected by the commissioner of education, she is responsible for mentoring and guidance to the principal of an identified persistently low-achieving school with functions relating to instructional leadership and school improvement, which include: curriculum (ensures curriculum is aligned with state

and local standards and implemented, monitored, and evaluated through a systematic process); assessment (assists leadership in providing meaningful feedback to staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students); instruction (assists leadership with planning and monitoring to ensure effective and varied, research-based instructional strategies are used in all classrooms); culture (defines resources and outlines activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that is conducive to learning); support services and resources (assists staff in working with families and community groups to remove barriers to learning); professional development (seeks and provides professional development opportunities for the principal and staff); school leadership (focuses instructional decisions of the school council and school leadership teams around support for teaching and learning and developing leadership skills); organization (organizes the school around all available resources to ensure maximum effectiveness); planning (develops, implements, monitors, communicates, and evaluates the comprehensive school improvement plan); compliance issues (follows guidelines outlined in the School Improvement Grant). Prior to the educational recovery leader work, Spangler served one year in the role of a highly skilled educator for the Kentucky Department of Education, was a K–8 principal for seven years, and taught Grades K–5 for seven years. She earned a bachelor’s degree in early elementary education from Pikeville College and a master’s degree in school administration (Principal K–12) (Morehead State University), a Rank 1 in Instructional Supervision (Morehead State University), and certificates for the positions of director of pupil personnel and superintendent (Morehead State University).

Jamie Spugnardi

Jamie Spugnardi, has provided technical assistance to the Appalachia Rural Comprehensive Center since 2010 and served as the state liaison to the Kentucky Department of Education for the past year. Spugnardi has navigated the comprehensive educational landscape in Kentucky for the past 30 years as a Kentucky teacher and administrator and most recently served as associate commissioner of the Office of Teaching and Learning with the Kentucky Department of Education. Spugnardi supervised the Division of Early Childhood, Division of Curriculum Standards, and the Division of Secondary and Virtual Learning. Spugnardi worked with the Kentucky Legislature and Kentucky State Board of Education to develop policy adopting the Common Core State Standards and drafted the newly designed assessment and accountability system to measure the new content standards. Kentucky is the first state to adopt and assess the Common Core State Standards. As associate commissioner, Spugnardi managed and planned programs to support the state generated and federal flow through dollars related to all instructional programs; multimillion dollar funds included preschool, textbook, professional development, extended school learning, gifted education, math and science partnership, Title III, virtual high school and the Kentucky Longitudinal Data System. While serving on the commissioner of education’s planning team, Spugnardi collaborated with national partners such as the Appalachia Rural Comprehensive Center, the Council of Chief State School Officers, National Association of System Heads, and Harvard University Public Education Leadership Program to implement the statewide system of support to Kentucky’s local school districts. Previously, Spugnardi directed instructional programs at the Green River Regional Educational Cooperative and the Kentucky Department of Education Regional Educational Service Center in Bowling Green, Kentucky, which provides services to 32 school districts. Spugnardi was named

as a Distinguished Educator by the Kentucky Department of Education as a member of the first cadre to serve schools identified as needing improvement during the implementation of Kentucky Education Reform in the early 1990s.

Shakera Walker

Shakera Walker is the senior manager of teacher leadership and professional development in the Office of Teacher Development and Advancement in the Boston Public Schools. In this role, she creates teacher leadership opportunities that support schools in their improvement efforts, which ultimately lead to increased student achievement. She also provides professional development structures that support district- and school-based coaches. With 10 years of teaching experience, Walker was an award-winning kindergarten teacher and is a passionate advocate for education. This past year, she served as a Washington Teaching Ambassador Fellow with the U.S. Department of Education and worked full time in the Office of the Secretary on early learning initiatives, teacher and leader effectiveness, and standards and assessments. She began her teaching career in the Boston Public Schools as an intern in an Advanced Work class at the Josiah Quincy Elementary School. During that internship, she was a student at Harvard University Graduate School of Education, where she studied the social and cultural factors that affect African-American and Latino student achievement and motivation. After earning her master's degree from Harvard, she taught first grade for three years before moving to her role as a teacher in an integrated K1/K2 program at Young Achievers Science and Math School in Mattapan, Massachusetts.

Andrew Wayne

Andrew Wayne, Ph.D., leverages 17 years of experience and extensive content knowledge in leading multiple educator quality studies focused on professional development, teacher quality, and equitable distribution of teachers. At American Institutes for Research (AIR), he serves as project director for the Teacher and Leader Evaluation Systems Study and for the Equitable Distribution of Effective Teachers study, both funded through the U.S. Department of Education. Other recent work includes the Institute of Education Science's Middle School Mathematics Professional Development Impact Study—a large-scale, randomized field trial evaluating the impact of a high-quality professional development intervention on student achievement in mathematics. Dr. Wayne has extensive knowledge of the American Recovery and Reinvestment Act and the Elementary and Secondary Education Act (ESEA) and coauthored AIR's report on the implementation of teacher-quality provisions of ESEA and an evaluation of the Transition to Teaching program. In his previous position, at SRI International, Dr. Wayne's work focused on National Board Certification and alternative certification programs. He began his career as a computer science teacher in Austin, Texas, before receiving his doctorate from the School of Public Affairs at the University of Maryland.

Gretchen Weber

Gretchen Weber is the director of educator effectiveness programs within the Education, Human Development, and the Workforce division of American Institutes for Research. She oversees and directs technical assistance and consulting services and projects to the field on multiple educator quality topics, particularly those focused on evaluation of educators. Currently, Weber is the project director for multiple teacher evaluation projects and leads the implementation of the Performance Management Advantage, a set of services to districts aimed at improving teacher and principal evaluation systems. With an overall framework of supporting and enhancing the comprehensive talent management and development of educators, Weber also has led the design and development of Educator Talent Management—an assessment and consulting method aimed at supporting districts to develop more systemic approaches to managing educator talent. Within the work of the National Comprehensive Center for Teacher Quality, Weber coordinates the technical assistance for the regional comprehensive centers, including the capacity-building convenings, such as the recent convening of multiple states in June 2011 on Leadership Strategies to Support Effective Teaching. Most recently, Weber has led trainings for educators in Massachusetts, Washington, and Ohio on aspects of educator evaluation and educator talent management. She led the consultation and technical assistance services on induction and mentoring for multiple Illinois school districts, including trainings for mentors and administrators, and currently serves as a member of an Illinois New Teacher Collaborative Partnership Board and has contributed to the writing of induction program standards for the state. As a public school teacher, Weber worked with a wide range of student populations in suburban and urban settings, including multiage and year-round school settings. Having served in a leadership capacity during her many years teaching, she acted as a technology facilitator, mentor, and lead teacher to provide technical assistance and professional development to assist teachers in improving the implementation of technology and differentiated instruction in reading, writing, and mathematics. Weber has presented nationally and locally to deliver professional development to many audiences and is a National Board Certified Teacher. She earned a master's of education degree in curriculum and instruction from National-Louis University.

Susan White

Susan White is currently a program manager in the Department of Teacher and Leader Effectiveness, which is a critical component of Georgia's Race to the Top work at the Georgia Department of Education. Within Georgia's teacher and leader keys effectiveness systems, her chief responsibilities involve designing and leading the work with student learning objectives (SLOs). District-developed SLOs are Georgia's methodology for connecting teacher effectiveness to student learning outcomes in nontested courses. White is a veteran educator with 36 years of experience. She has been a teacher, assistant principal, principal, and executive director of special education before coming to the Georgia Department of Education in May 2010.

Joe Willhoft

Joe Willhoft is the executive director for the Smarter Balanced Assessment Consortium. For the six years prior to that, he was assistant superintendent for assessment and student information for the state of Washington, where his responsibilities included design and implementation of Washington's assessment program and collection and reporting of student information for the state's longitudinal student database. Before moving to state-level work, Willhoft directed assessment and evaluation activities at the local level for more than twenty years, primarily in the Tacoma School District in Washington and in Charles County Public Schools in Maryland. Willhoft has a doctorate in educational measurement and statistics from the University of Maryland. He is past president of the Maryland Assessment Group and the Washington Educational Research Association and was a founding member of the American Educational Research Association Special Interest Group for Classroom-Based Assessment. He has been involved in several collaborative data and assessment efforts, including the Technical Work Group for a congressionally mandated evaluation of the National Assessment of Educational Progress (NAEP) and as chair of the NAEP Policy Task Force for the National Assessment Governing Board, a collaborative effort cosponsored by the Board and the Council of Chief State School Officers. Willhoft has served on the Technical Advisory Committee for several states. He has a master's degree in special education, and in his more than forty-year career has taught at all grade levels from kindergarten to graduate school, his favorite being third grade. He and Mark Twain share the same birthday.