

Equitable Access Meeting: Presenter Bios

Andy Baxter (SREB) Andy Baxter became the Vice President for Educator Effectiveness for SREB in 2012. His prior position was with Charlotte-Mecklenburg Schools, where he served as director of human capital strategies. In this role, he led the district’s work to measure, improve and reward the effectiveness of teachers, with a goal of “creating an environment where people can get even better at what they do.” Baxter transitioned to this role following a two-year fellowship at CMS as a Strategic Data Fellow through the Center for Education Policy Research at Harvard. In that capacity, he conducted statistical analyses of the district’s teacher workforce and advised district leaders on policy implications. He holds bachelor of arts and master of divinity degrees from Duke University and a doctorate in public policy from University North Carolina Charlotte.

Angela Minnici (GTL Center) is the Director of the Center on Great Teachers and Leaders, where she oversees the center’s work to advance state efforts to grow, respect and retain great teachers and leaders for all students. In addition, she is the Director of the Education Policy Center at American Institutes for Research. She has held various leadership positions in educator effectiveness policy and research and worked with diverse education stakeholders such as federal and state policymakers, teachers, administrators, parents and other education organizations. Her expertise in equitable access centers on teacher evaluation and professional learning, teaching and learning conditions, human capital management systems, and federal policy.

Bill Horwath (Equitable Access Support Network) has supported Race to the Top states in drafting their equity plans and developing strategies to address their equity challenges. His background is in school district human capital, and he has worked as an assistant superintendent in this area for both Boston Public Schools and the Houston Independent School District. His expertise includes teacher recruitment, evaluation, retention, and compensation.

Bryan C. Hassel (GTL Center and Public Impact) works with schools, districts, and states nationwide that are rethinking staffing models to give more students access to excellent teachers by “extending their reach.” He coleads a team that helps education leaders revamp recruitment, selection, compensation, professional learning, and evaluation strategies to attract, retain, and leverage great teachers. Hassel also is deeply involved in Public Impact’s efforts to improve high-need schools by selecting and supporting stronger school leaders and creating the conditions in which they can successfully turn around struggling schools.

Catherine Barbour (GTL Center) leads the School Turnaround team for the District and School Improvement Center at AIR and provides leadership expertise for the GTL Center. 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/ transformation and leadership training and coaching. A former principal, she led three successful school turnarounds—in an urban, rural, and suburban school district. Barbour is a credentialed School Turnaround Leader and earned her certificate from the Darden/Curry Partnership for Leaders in Education.

Cortney Rowland (NGA) has spent the past ten years supporting states and school districts around the issue of recruiting and retaining effective educators, particularly for high-needs schools and classrooms. In 2006, she helped analyze states’ highly qualified teacher (HQT) state plans, including equity plans,

and then supported many states and regional comprehensive centers in their efforts to implement components of those equity plans. Through her work with the National Comprehensive Center for Teacher Quality (TQ Center), Rowland helped to develop numerous tools and resources designed to assist states' equitable teacher distribution efforts. Her areas of expertise include teacher and principal recruitment and retention, educator compensation, and educator evaluation and support.

Dorothyjean (DJ) Cratty (GTL Center) is a senior researcher at AIR and director of the Rhode Island Center for Longitudinal Data and Research. She previously was program officer and data use lead for the U.S. Department of Education's Statewide Longitudinal Data Systems (SLDS) Grant program and lead statistician for Duke University's Beyond Test Scores partnership with the North Carolina Department of Public Instruction. She specializes in technical assistance for federal, state, and district education data analysis and statistical capacity building, including trainings on statistical methodologies for value-added measurements. Among her published research articles are several statewide, equity studies of school and family resources, teacher effectiveness, and student outcomes for Grades 3–12.

Ellen Sherratt (GTL Center) is the GTL Center's content lead for equitable access and led the development of the center's *Equitable Access Toolkit* resources. Through the GTL Center and its predecessor the National Comprehensive Center for Teacher Quality, she has presented on and coauthored numerous briefs, on equitable distribution of teachers, recruiting and retaining teachers from Generation Y, teacher compensation, and stakeholder engagement. In addition, she created the Educator Talent Management Framework and coauthored two books, one on human capital management systems for ensuring excellent educators and the other on authentically engaging teachers on challenging educator effectiveness policy topics.

Gretchen Weber (GTL Center) has created many tools and resources to support and enhance the comprehensive talent management and development of educators, including contributing to the Educator Talent Management Framework. Previously, she coordinated the field services and outreach for the National Comprehensive Center for Teacher Quality, including technical assistance to states in 2006 for their equity plans. She has expertise in educator evaluation, beginning teacher induction and mentoring, teacher leadership, stakeholder engagement, and educator talent management. She also is a National Board Certified Teacher.

Heather Hotchkiss (Fairfax County Public Schools) is a physics teacher in a high-need Virginia high school and has been working as a TeachPlus Teaching Policy Fellow to build a set of teacher recommendations to be included in a quality state equitable access plan. Hotchkiss has based many of her recommendations on the high-leverage teacher-teacher collaboration and professional development she has experienced as a Knowles Science Teaching Foundation (KSTF) Teaching Fellow. In addition to her own experiences, Hotchkiss is ready to share innovative ideas from both the KSTF and the TeachPlus communities regarding extending the reach of effective teachers.

Holly Boffy (Educator in Residence/CCSSO) serves states participating in the State Consortium on Educator Effectiveness and the Network for Transforming Educator Preparation. She also serves as an elected member and officer of the Louisiana Board of Elementary and Secondary Education and was the 2010 Louisiana State Teacher of the Year.

Janice Poda (CCSSO) serves as the lead for CCSSO's Equitable Access to Great Teachers and Leaders work among other projects. From 2011 until recently, Dr. Poda served as the strategic initiative director for CCSSO's Education Workforce initiative, where she led the work of assisting states with developing and implementing coherent and comprehensive systems of educator effectiveness.

Karen Butterfield (CCSSO) has expertise in teacher/principal evaluation, teacher leadership, teacher preparation, and stakeholder engagement/communication. As associate superintendent of the Arizona

Department of Education's Highly Effective Teachers and Leaders division, she was responsible for the development of Arizona's teacher and principal evaluation statewide optional model.

Laura Goe (ETS) is research scientist in ETS' Understanding Teaching Quality Center and serves as a senior research and technical assistance expert for the Center on Great Teachers and Leaders. She has worked for many years with federal and state entities on equitable distribution concerns and has authored several briefs and guidance documents on the topic. A current focus of her work is using student data and evaluation results to promote professional growth for the improvement of teaching and learning.

Lynn Holdheide (GTL Center) is the Deputy Director for the Center on Great Teacher and Leaders and a senior technical assistance consultant for AIR with more than ten years of experience in providing responsive technical assistance to SEAs and regional comprehensive centers. She also serves as the project manager to the Collaborating for Effective Educator Development, Accountability, and Reform (CEEDAR Center) supported by the U.S. Department of Education, Office of Special Education Programs and led by the University of Florida. With experience as a special education teacher and project coordinator and education consultant for nine years at the Indiana Department of Education, Division of Exceptional Learners, Holdheide is sensitive to the needs of teachers of students with disabilities and has a deep understanding of the challenges that SEAs face in education reform.

Mariann Lemke (GTL Center) is a managing researcher at 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 leads and acts as senior advisor on projects related to the use of assessment data and educator quality. She currently serves as a project director on an impact evaluation of principal preparation programs and a project aimed at identifying district conditions associated with effective school leadership. She previously provided input on standards and assessment and data systems for the development of surveys and interview protocols for the national impact evaluation of Race to the Top and School Improvement Grants. She also manages AIR's work in developing and implementing value-added measures for educator evaluation, which includes current or past work for the Florida Department of Education, Baltimore City Public Schools, New York State Education Department, Delaware Department of Education, Texas Education Agency, and the Office of the State Superintendent of Education in Washington, D.C. In this work, she directs multiple functional teams responsible for carrying out project-related tasks and manages several multimillion-dollar contracts. She joined AIR in 2009 from the Chicago Public Schools, where she was the director of assessment and 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.

Matt Clifford (GTL Center) is a principal researcher at American Institutes for Research (AIR) and a technical assistance expert for the Center on Great Teachers and Leader and the Teacher Incentive Fund Technical Assistance Center. Dr. Clifford consults extensively with states and districts on principal evaluation and professional development design, and co-wrote Rethinking principal evaluation for the National Association of Elementary School Principals and National Association of Secondary School Principals. He has written the Five Essential Practices of School Leadership, a framework for evaluating principals which emphasizes their role in managing teacher talent, and he is developing practices measures to support principal growth through evaluation. His work with states is being applied in Maine, Idaho, Missouri, and the U.S. Virgin Islands. Clifford also leads several studies on principal professional development and preparation, which investigate the impact of innovative programs on principal retention, teacher retention, school culture, and student performance. Currently, Clifford is leading two national studies investigating principal preparation program impacts for the U.S. Department of Education and George W. Bush Institute, and three studies on principal professional

development design for the U.S. Department of Education. Previously, Matt was a high school teacher with specialization in secondary reading and a curriculum director.

Monica Young (EASN) is director of the U.S. Education Department–funded Equitable Access Support Network. She has expertise in developing metrics and methodologies for educator, school, and district accountability systems as well as educator supply and demand. She served as Project Coordinator for Accountability Metrics at the New York State Education Department. She also provided technical assistance to districts in understanding and using growth measures and relevant data collection. She previously taught graduate courses to preservice teachers in pedagogy, action research, statistics, and research methods. She also has coauthored research in the field of science teacher beliefs, practices, and preparation.

Nita Losoponkul (Public Impact) is a consultant focused on assisting districts and schools in adapting and implementing “Opportunity Culture” models that extend the reach of excellent teachers and pay them more, within existing budgets, for doing so. She previously worked at the Washoe County (Nevada) School District, most recently as the director of talent acquisition, overseeing districtwide recruitment and selection, classification and compensation, and streamlining staffing and hiring processes. She has expertise in teacher-leader preparation and professional learning, recruitment and retention, creating career pathways for teachers, data collection/analysis, and extending the reach of effective teachers.

Rashidah Lopez Morgan (Equitable Access Support Network) has supported Race to the Top states in drafting their equity plans and developing strategies to address their equity challenges. Rashidah recently served as executive director of talent management for Charlotte-Mecklenburg Schools. In this role, she led programs and initiatives that focused on building talented teachers, school leaders and support staff. Rashidah also supervised performance management for all employees, which informed processes such as contract renewals, educator effectiveness and human capital data analysis. Rashidah holds a bachelor’s degree in psychology from Spelman College and a master’s of business administration from the Ross School of Business at the University of Michigan.

Phil Gonring (Equitable Access Support Network) is one of the nation's leading experts on teacher compensation reform and educator effectiveness. Throughout his career as a teacher, principal, and grantmaker he has worked closely with lawmakers, education officials, higher education leaders and teachers unions to implement critical reforms to improve conditions for teaching and learning. With partners in the nonprofit community and the Colorado Department of Education, Phil co-led a large initiative to develop statewide non-profit and government capacity to implement a statewide system of educator effectiveness.

Robert Stonehill (GTL Center) is a managing director in the Education program at AIR. Dr. Stonehill develops, manages, and evaluates education initiatives to improve teaching and learning in high-need schools and communities, and is a recognized national expert in the areas of educator effectiveness, compensation reform, and expanded learning. Currently, he directs several projects focused on developing performance management systems that offer high-performing educators career advancement and leadership opportunities. Before joining AIR, Dr. Stonehill was the deputy director for academic improvement and teacher quality programs in the U.S. Department of Education’s Office of Elementary and Secondary Education, where he managed a \$6.2 billion annual portfolio of programs to support improved teaching and learning in high-need communities, including the ESEA Title II-A program, 21st Century Community Learning Centers (21st CCLC), and the Teacher Incentive Fund, among many others. In managing the ESEA Title II-A program, funded at nearly \$3 billion per year, Dr. Stonehill worked with every state to ensure that core academic teachers were “highly qualified” and that experienced, effective teachers were equitably distributed across districts and schools.

Ryan Smith (The Education Trust- West) Ryan serves as Executive Director, and leads an ambitious effort to close opportunity and achievement gaps for students who have been traditionally underserved in California's public education system. Most recently, he worked at the United Way of Greater Los Angeles, where he led efforts to strengthen equity-based programs and policies, funded educational programs, helped empower parents, and drove a coalition of parents and local leaders to fight for education improvement in the nation's second largest school district. Ryan also spearheaded Communities for Los Angeles Student Success, or C.L.A.S.S., which brought together more than 50 civil rights, education, and advocacy groups to help ensure the city's students receive a quality education. Previously, Ryan worked in former Mayor Antonio Villaraigosa's office, where he served as senior director of family and community engagement. In this role, he led a team responsible for all parent, student, and community engagement programs within a network of 22 schools in the Los Angeles Unified School District. Under his leadership, the network of schools experienced an increase in parental involvement of more than 40 percent. He also constructed systems within schools to foster authentic family, school, and community partnerships. Additionally, he founded the award-winning Parent College, which taught more than 3,000 parents key strategies to better support and advocate for their children. Ryan began his career as a youth organizer in South Los Angeles with the California-based group Youth United for Community Action.

Sarah Silverman (NGA) has examined equity and access issues at the classroom, school, and LEA levels since 2009. Her experience includes advising LEAs on human capital deployment strategies, teacher and principal career pathways and leadership development, and modifying learning environments and building schedules to better individualize student learning experiences.

Terry Janicki (CCSSO) educational background includes a BS in Physics and Mathematics and a Master in Science Education from the University of Illinois and a PhD in Educational Psychology (Human Learning) from the University of Wisconsin. He has spent over 20 years in California working in the areas of teacher preparation, licensure, teacher testing, teacher induction, and teacher evaluation. Since December 2011, Terry Janicki has served as the Educator in Residence for the Western Region in the SCEE with the CCSSO. He is working with state education leaders in (Arizona, Wisconsin, Washington, Utah, Oregon, Idaho, Nevada, Montana, Hawaii, and California) to help them redefine and rethink their system of effective educators with a focus on standards, preparation, professional development, evaluation, licensure/certification and the related areas of recruitment, hiring and selection, and induction and mentoring, so that we have effective educators at all levels in all states.

Tim Dove (Educator in Residence/CCSSO) currently works with the Eastern Region on a variety of reform initiatives, including the Network for Transforming Educator Preparation (NTEP) and other educator effectiveness efforts. He has expertise in teacher evaluation, teacher leadership, and extending the reach of effective teachers. He has coauthored books and research in the fields of teacher preparation and professional learning.

Tony Bagshaw (Battelle for Kids) Tony currently leads Battelle for Kids' work in the areas of strategic compensation, evaluation system design, multiple data point hiring systems, and other human capital innovations. Additionally, Tony 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 state-wide support to Tennessee in the areas of value-added professional development, formative instructional practices and strategic compensation. Tony previously served as Senior Director of Knowledge Management at Battelle for Kids where he led the SOAR, T-CAP, and Ohio Value-Added High Schools initiatives. These school improvement collaboratives focus on increasing student achievement based on value-added analysis, professional development, research and sharing best practices. These initiatives spanned approximately 100 districts in Ohio. Tony joined Battelle for Kids after 21 years as a practitioner in the field of education where he served as a teacher, coach, and administrator at the elementary, junior high, and high school levels. Tony came to Battelle

for Kids from Wyoming City School in Cincinnati, Ohio where he served as the Assistant Superintendent responsible for curriculum, human resources, data and testing.

Tracy Najera (Battelle for Kids) Tracy joined Battelle for Kids in 2011 as a Senior Director with expertise in Powerful Practices and Human Capital. Tracy's work at Battelle for Kids focuses on ways to increase teacher and principal effectiveness in her leadership of the Ohio Teacher Incentive Fund and the Ohio Appalachian Collaborative (Race to the Top). Tracy, in partnership with the Ohio Department of Education, provides strategic leadership for twenty-three participating school districts participating in Ohio TIF project, which is a 5-year, \$54 million initiative that recognizes excellence in teaching, supports teacher leadership, and provides high-leverage professional development opportunities for teachers and principals. Additionally, Tracy is working with a 15-district collaborative in central Ohio to identify performance metrics and processes to manage long-term strategies and outcomes. Through the Ohio Appalachian Collaborative, Tracy also is charged with convening treasurers of each of the 27 participating rural school district to develop and manage strategies for consortia equipment planning and purchasing, data benchmarking, and programmatic sustainability as they implement a blended learning dual enrollment project to expand learning opportunities for rural students. Tracy has over 15 years of experience in education policy research, analysis, development, and implementation working for Columbus Public Schools, Children's Defense Fund of Ohio, and KidsOhio.org. Most recently she worked for the Ohio Office of Budget and Management. Tracy is a doctoral candidate in education administration at The Ohio State University.

Additional Staff

In addition, the following staff are available to support your state team in utilizing the *Equitable Access Toolkit* resources, including *Data Review Tool*, *Root-Cause Analysis Workbook*, and *Stakeholder Engagement Guide*.

Alex Berg-Jacobson (GTL Center) worked on the development of the GTL Center *Equitable Access Toolkit* resources. He has specific expertise in data collection/analysis and more generally in root-cause analysis and research on recruitment and retention strategies.

Cheryl Pruce (GTL Center) helped develop the GTL Center *Equitable Access Toolkit* resources. She has expertise in data collection, management, and analysis for large-scale IES contracts on educator equality, including working closely with district data leads.

Jillian Reynolds (GTL Center) worked on the development and production of the GTL Center's *Equitable Access Toolkit* materials. She has experience in communication and outreach strategies and overall stakeholder engagement.

Judy Ennis (GTL Center) worked on the development of the GTL Center *Equitable Access Toolkit* resources. She has specific expertise in root-cause analysis and stakeholder engagement as well as research and policy related to educator quality issues.

