



Supporting State Efforts to Implement Comprehensive Teacher and Leader Evaluation Systems

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Presenter Biographies

Chad Aldeman

Chad Aldeman is a policy advisor in the Office of Planning, Evaluation, and Policy Development at the U.S. Department of Education, where he works on teacher policy and secondary schools. Previously, Aldeman was a policy analyst with Education Sector, where his work focused on K–12 and higher education accountability. He has published reports on state higher education accountability systems, the potential of improving high school accountability by incorporating outcomes data, the school choice process in New York City and Boston, teacher salary schedules, teacher pensions, and teacher preparation. His work has been featured in the *New York Times*, *InsideHigherEd*, *Newsday*, and the *Des Moines Register*. Aldeman holds a bachelor's degree from the University of Iowa and a master's of public policy degree from the College of William and Mary. While at William and Mary, he assisted on research projects analyzing the drafting and implementation of the federal No Child Left Behind Act, parental choice in the Milwaukee school voucher program, and state variations in teacher policies by type of credentialing board.

Kietha Biggers

Kietha Biggers is a senior research assistant at Educational Testing Service (ETS) in Princeton, New Jersey. Her work focuses on projects related to measuring teacher effectiveness, teacher evaluation, and professional development. Previously, Biggers was a senior program director for the Princeton Center for Leadership Training, leading a research team that considered the effects of a youth leadership program on middle school students and classroom culture. She also worked in schools and districts around New Jersey, facilitating professional development programs for teachers and administrators. Her work emphasized how teacher practice and a positive school climate can support higher academic outcomes and a reduction in health-risk behaviors among students. Before entering the field of education, Biggers was a corporate training manager dedicated to employee growth and development. Her current research interests center on measuring effective teaching. She holds a bachelor's degree in psychology and specialized in organizational development to support master's work in resource development at Michigan State University.

Gerry Briscoe

Gerry Briscoe is a school improvement specialist with the Alaska Comprehensive Center. Previously, he worked in Colorado as an elementary teacher, literacy coordinator, and elementary principal. The school where he last served as principal received the Colorado Governor's Distinguished Improvement Award. During his service as a classroom teacher,

he received the Thelma Pett Award from CCIRA to engage in action research in reading. In his current role with the Comprehensive Center, Briscoe has served on statewide working committees in Alaska on teacher quality, alternative licensure, curriculum alignment, and PBIS. He is the liaison to the Center on Innovation & Improvement and to the Center on Teacher Quality for Alaska. He most recently completed national certification from the National Institute for Professional Practice in the Foundations of the Art and Science of Teaching and is an external assistance provider with four School Improvement Grantees in the Bering Strait School District in Alaska. He is a fellow of The Art and Craft of the Principalship from Harvard University and of the Principal Leadership Academy from Tointon Institute. He holds a master's degree in remedial reading, and he received his administrative certification from Western Washington University.

Matthew Clifford, Ph.D.

Matthew Clifford, Ph.D., is a senior research scientist at American Institutes for Research (AIR). Dr. Clifford has more than 20 years of experience in public education, as a teacher, administrator, researcher, and policy consultant. For the past 10 years, his work has focused on school principals' practice and distributed instructional leadership in high schools. In addition to managing multiple leadership research and evaluation projects for AIR, he is developing online and print materials that bridge research and practice, providing policymakers and districts the tools that they need to develop, support, and assess school-level leadership. He is co-author of the Quality School Leadership Identification process for hiring school principals and the forthcoming *Practical Guide to Designing Comprehensive Principal Evaluation Systems*, a tool for state and district evaluation designers. He is also developing the Comprehensive Assessment of Leadership for Learning, an online assessment of distributed leadership for middle and high schools.

Jane Coggshall, Ph.D.

Jane Coggshall, Ph.D., is a senior research and policy analyst at American Institutes for Research (AIR). She has led several mid-sized multi-methods research studies focusing on teacher learning and effectiveness. She also has authored or co-authored multiple policy papers for various audiences on the topics of educator quality innovations, Generation Y teachers, and supporting teaching effectiveness, and enhancing educator capacity to block the school-to-prison pipeline. Dr. Coggshall contributes to the work of the TQ Center by assisting in the development of print and online resources on educator quality issues for regional and state education officials. She has authored several TQ Research & Policy Briefs on 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. Previously, Dr. Coggshall taught middle-level mathematics at an elementary school and at a junior high school in New York City. Dr. Coggshall earned her doctoral degree in education administration and policy from the University of Michigan. As part of her doctoral work, she conducted original 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.

Laura Goe, Ph.D.

Laura Goe, Ph.D., is a research scientist at Educational Testing Service (ETS) in Princeton, New Jersey, and principal investigator for research and dissemination for the TQ Center. During her five years with the TQ Center, she has worked closely with states and regional comprehensive centers and produced numerous research syntheses and policy guides. Previously, she taught seventh grade special education in the Mississippi Delta and language arts to at-risk middle school students in Memphis, Tennessee. In 2009, Dr. Goe completed a three-year term as coeditor of the AERA journal *Educational Evaluation and Policy Analysis*. She has served as a consultant to numerous state and federal task forces and technical advisory groups. In addition, she has been visiting scholar to the National Education Association and advisor on its teacher evaluation work. She also advises the American Federation of Teachers (AFT) as a member of its expert panel on teacher evaluation and serves as a consultant to the AFT's Innovation Grant sites in New York and Rhode Island as they design innovative, comprehensive teacher evaluation systems. She provides technical assistance to a number of states as they design and implement rigorous teacher evaluation systems. Her current research interests are focused on using both quantitative and qualitative approaches to evaluating school improvement, the distribution of teachers, formative assessment, and measures of teacher effectiveness. She earned her Ph.D. through the Policy, Organization, Measurement, and Evaluation program at the University of California–Berkeley.

Sabrina Laine, Ph.D.

Sabrina Laine, Ph.D., is vice president, Education Human Development and the Workforce, at American Institutes for Research. In addition, she is a principal investigator on multiple federally funded grants and contracts including the Center for Educator Compensation Reform, the National Comprehensive Center for Teacher Quality, and the Reform Support Network. 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 20 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 last 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 *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.

Tricia Miller, Ph.D.

Tricia Miller, Ph.D., is director of the TQ Center. In this position, she coordinates the TQ Center's work to build the capacity of regional comprehensive centers and states to design and implement systemic education reform to improve the quality and effectiveness of teachers and leaders. Dr. Miller also works on other projects within the Education, Human Development, and

the Workforce division at American Institutes for Research focused on the creation and implementation of effective policy and practice regarding teacher evaluation, preparation, and compensation reform. Previously, she was director of the Teaching Quality and Leadership Institute at the Education Commission of the States where she created and managed work related to the preparation, support, and compensation of effective teachers and leaders. She also has worked as a senior research analyst at the State Higher Education Executive Officers organization, where she developed experience and expertise in issues of teacher preparation and professional development. She earned a doctorate in counseling and educational psychology, with a specialty area in consultation, from the University of Nevada–Reno.

Pat O’Connell Johnson

Pat O’Connell Johnson is the team leader within the Academic Improvement and Teacher Quality division of the Office of Elementary and Secondary Education, U.S. Department of Education. Johnson serves as team leader for the Mathematics and Science Partnerships program and the Javits Gifted and Talented Students program. In 20 years with the Department, she also has managed the Eisenhower Math and Science National Activities program, and the Fund for the Improvement of Education. Previously, she served as associate director of Project 2061, a part of the American Association for the Advancement of Science; director of Academic Programs with the Center for Talented Youth at Johns Hopkins University; and education specialist with the Maine Department of Education.

Mary Peterson

Mary Peterson is a senior program associate at WestEd. In this capacity, she assists schools, districts, and state departments of education under the terms of the Southwest Comprehensive Center grant, the Regional Education Laboratory grant, and the Policy Center. Prior to joining WestEd, Peterson was statewide director of Teacher Education, then vice president of Academic Affairs and dean of faculty at Sierra Nevada College, Nevada’s only private four-year residential college. From 1994 through 2000, she served as Nevada’s Superintendent of Public Instruction; during her tenure she also served on the Board of Directors of the Council of Chief State School Officers and WestEd, and was a State Commissioner to the Education Commission of the States. She began her career teaching junior and senior high school English in Connecticut and New York and was also the principal of a small private K–8 school in rural Idaho. Prior to becoming the chief executive officer of the Nevada Department of Education, she served as deputy for Instructional, Research and Evaluative Services. As a consultant in the Department, she held various positions, including Statewide Director of Title I.

Claudette Rasmussen

Claudette Rasmussen is a senior consultant in the Education, Human Development, and the Workforce division of American Institutes for Research. She works within the Great Lakes East and Great Lakes West Comprehensive Centers and in the area of educator effectiveness. Much of her work during the past 15 years has been with state and district leadership teams providing expert consultation in professional learning, continuous improvement, and leadership development. Rasmussen has provided long-term technical assistance to Department of

Education leaders in Ohio to enhance the state system of support as they roll out a new Ohio Improvement Process and in Michigan to revise professional development policy and guidelines and to implement an Individual Professional Development Plan. More recently, she has consulted with Wisconsin Department of Public Instruction leaders to support their comprehensive improvement work in Milwaukee Public Schools and with leaders from the Illinois State Board of Education to design professional learning for continuous improvement coaches in their statewide system of support. Rasmussen has worked with districts in the Midwest to improve mentor induction programs, incorporate job-embedded professional development opportunities, and develop engaging, culturally responsive instruction. In 2006, she completed a three-year contract with the educational system of the U.S. Virgin Islands where intensive technical assistance resulted in substantive improvement, including significant achievement gains in 19 of 33 schools within the territory. Rasmussen has coauthored several publications, including a book on problem-based learning, and has led the design and development of professional learning resources, including an online guide to professional learning communities, a lesson study video guide, and a CD-ROM facilitator toolkit. Previously, she was co-investigator of a National Science Foundation teaching grant and spent 18 years in schools in program, curriculum, and professional development within special, regular, and gifted education. Rasmussen earned a master's degree in education from National College of Education and served as an adjunct instructor in its graduate school.

Nancy Sanders, Ph.D.

Nancy Sanders, Ph.D., teaches and conducts state-level policy research about standards, accountability, and professionalization in educational leadership. She directed the coalition of states in developing the national *Educational Leadership Policy Standards: ISLLC 2008* (CSSSO, 2008) and developed the *ISLLC 2008 Performance Expectations and Indicators for Education Leaders* (CSSSO, 2008) to guide leadership policies and programs.

Yvonne V. Thayer, Ed.D.

As director of Edvantia's Education and Learning Strategies and as the Technical Assistance Chair for Teacher and Leader Effectiveness at ARCC, Yvonne Thayer, Ed.D., leads the creation of new services and helps coordinate priorities. A career educator with leadership experience that includes district, state, and national work, Dr. Thayer has worked with several departments of education on initiatives that influence school improvement and the benchmarks set for teacher and leader effectiveness. While in the Virginia Department of Education, she led leadership efforts across the state, developed and led the first statewide application of quality management with corporate partners, and was chief architect of Governor Mark Warner's GED initiative that designed a "fast-track" approach to teaching adults. Before joining Edvantia, Dr. Thayer led the middle grades school improvement initiative in 30 states for the Southern Regional Education Board. Her publications span topics from block scheduling to developing communities of practice to school coaching. She has a doctorate in education from Teachers College—Columbia University and is a certified professional coach from the International Coach Academy in Melbourne, Australia.

Gretchen Weber

Gretchen Weber is the director of educator effectiveness programs within the Education, Human Development, and the Workforce division at 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 teacher evaluation. Currently, Weber is the project director for multiple teacher evaluation projects and leads the development of the Performance Management Advantage, a set of services aimed at improving teacher evaluation systems at the district level. She also has led the design and development of METworksSM—an assessment and consulting method aimed at supporting districts to develop more systemic approaches to managing educator talent. Within the work of the TQ Center, Weber coordinates the technical assistance for the regional comprehensive centers, including the capacity-building events. She also leads the consultation and technical assistance services on induction and mentoring for multiple Illinois school districts, 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 has 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 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.