

Supporting State Efforts to Design and Implement Teacher Evaluation Systems

**A Workshop for Regional Comprehensive Center Staff Hosted by the
National Comprehensive Center for Teacher Quality
With the Assessment and Accountability Comprehensive Center**

December 13–14, 2010

Presenter Biographies

Charlotte Danielson

Charlotte Danielson is a former economist and an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, curriculum director, and staff developer. In her consulting work, Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Danielson has worked as a teacher and administrator in school districts in several regions of the United States. In addition, she has served as a consultant to hundreds of districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. This work has ranged from the training of practitioners in aspects of instruction and assessment and the design of instruments and procedures for teacher evaluation to keynote presentations at major conferences. Clients for the development of materials and training programs include ASCD, the College Board, Educational Testing Service, the California Commission on Teacher Credentialing, and the National Board for Professional Teaching Standards. Danielson is the author of a number of books supporting teachers and administrators: *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007), the Professional Inquiry Kit *Teaching for Understanding* (1996), *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal) (2000), *Enhancing Student Achievement: A Framework for School Improvement* (2002), and *Strengthening the Profession Through Teacher Leadership* (2006), all published by ASCD. In addition, she has written several *Collections of Performance Tasks and Rubrics*, published by Eye on Education; *Teaching Methods* (2009), published by Merrill; and *Talk About Teaching: Leading Professional Conversations* (2009), published by Corwin Press.

Megan Dolan, Ed.D.

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 the Mid-Atlantic Comprehensive Center (MACC) and the liaison to the TQ Center. Dr. Dolan is currently working with the states of Delaware and Maryland to enhance their teacher evaluation systems. In Delaware, she is collaborating with the state education agency (SEA), the Delaware State Education Association, and the TQ Center to facilitate the development and implementation of a student growth component for the Performance Appraisal System. In Maryland, she is working with the SEA and the Governor's

Council on Educator Effectiveness to develop a comprehensive statewide teacher evaluation system that includes student growth. 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. Dr. Dolan has conducted research on scale-up, capacity building, school improvement policy, and teacher education. She holds an Ed.D. in curriculum and instruction from Florida Atlantic University.

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 7th 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 co-editor 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.

Pete Goldschmidt, Ph.D.

Pete Goldschmidt, Ph.D., is an associate professor in the Michael D. Eisner College of Education where he teaches graduate courses in research methods and program evaluation. Dr. Goldschmidt is also a senior researcher at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. His expertise includes advanced methods in longitudinal modeling, evaluation, and educational accountability. Dr. Goldschmidt is currently working with several states in developing alternative value-added approaches to be incorporated into teacher evaluation systems. He regularly works with the Council of Chief State School Officers. He was a member of the U.S. Department of Education's Growth Model Pilot peer review panel and the lead quantitative researcher on several international studies of education systems, including those in Peru, Guatemala, India, and China. His most recent publication is *Using Growth Models to Monitor School Performance: Comparing the Effect of Metric and the Assessment*. He is also the lead author of *Policymakers' Guide to Growth Models for School Accountability: How Do Accountability Models Differ?* Dr. Goldschmidt earned his Ph.D. in social research methodology from the Graduate School of Education at University of California–Los Angeles.

Margaret Heritage

Margaret Heritage is assistant director for professional development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at the University of California–Los Angeles (UCLA). Her current work focuses on the development of academic language for English learners and on data use for school improvement, including the use of longitudinal data systems, formative assessment, and teachers' use of formative assessment evidence. She has made numerous presentations on these topics throughout the United States and in Europe. Prior to joining CRESST, she had many years of teaching and leadership experience in and at schools in the United Kingdom and the United States, including a period as a county inspector of education in the United Kingdom. She also has taught graduate classes in education at the Department of Education at the University of Warwick, England; UCLA; and Stanford University. Heritage's most recent publications include the paper, *Formative Assessment and Next-Generation Assessment Systems: Are We Losing an Opportunity?* published by the Council of Chief State School Officers; *Assessment to Support Teaching and Learning*, published by Educational Testing Service (2010); a paper in *Education Measurement: Issues and Practice* on teachers' use of formative assessment evidence (2009); and a contribution on student self-assessment to a special issue of the *National Middle School Association Journal* (2009). Her latest book, *Formative Assessment: Making It Happen in the Classroom*, is published by Corwin Press.

Lynn Holdheide

Lynn Holdheide is a research associate at Vanderbilt University. She works on several TQ Center projects related to improving the preparation of teachers for students with at-risk characteristics and disabilities. Holdheide 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. Previously, Holdheide was a 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. Data from this study were used to develop a statewide system to measure employability skills, modify curriculum, and direct state transition policy. Holdheide has experience as a teacher, transition specialist, vocational specialist, and residential provider. She earned her master's degree from Eastern Illinois University.

Sabrina W. M. Laine, Ph.D.

Sabrina W. M. Laine, Ph.D., is chief program officer for educator quality at Learning Point Associates, an affiliate of American Institutes for Research. She is the director of the National Comprehensive Center for Teacher Quality funded by the U.S. Department of Education and is a principal investigator for 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 researchers and policy analysts who are focused on the challenges faced by educators in urban, rural, and low-performing schools. Dr. Laine has established and sustained collaborative relationships with other organizations and is efficient in managing both financial and human resources. She has worked for the last several years to ensure that policies and programs are in place that enable all students to have access to highly qualified teachers and leaders. She earned her doctorate in educational leadership and policy studies from Indiana University.

Tricia Miller, Ph.D.

Tricia Miller, Ph.D., is deputy director of the TQ Center and coordinates the work to build the capacity of regional comprehensive centers and states to implement the highly qualified teacher requirements outlined in the current provisions of the Elementary and Secondary Education Act. Previously, Dr. Miller was director of the Teaching Quality and Leadership Institute at the Education Commission of the States. In this position, she created and managed work related to the preparation, support, and compensation of effective teachers and leaders. Dr. Miller also has worked as a senior research analyst at the State Higher Education Executive Officers organization, where she developed expertise in issues of teacher preparation and professional development. She has extensive experience analyzing and using policy and research to help states create quality policy and innovative practice that meet their needs and challenges related to teacher effectiveness and leadership. Dr. Miller also has worked directly with states and districts on federal reporting requirements and efforts to ensure that all students are served by highly qualified teachers. She earned her Ph.D. in counseling and educational psychology, with a specialty in consultation, from the University of Nevada–Reno.

Theress Pidick

Theress Pidick is the director of the Measures of Effective Teaching (MET) Project, a national research study in the Denver Public Schools (DPS) funded by the Bill & Melinda Gates Foundation. Her work involves the coordination and management of research at 16 schools designed to inform the development of fair and reliable measures of teacher effectiveness—measures including classroom video capture, student and teacher perception surveys, teacher knowledge assessments, and value-added student achievement data. Pidick is also responsible for overseeing and coordinating the overall partnerships with university-based and alternative route teacher preparation programs. Her efforts are focused on the alignment of recruitment, preparation, and retention of effective urban educators. She began her work in education as a DPS high school English teacher and then became an instructional coach for district colleagues committed to professional conversations using protocols and other collaborative structures. Prior to her work as the MET director, Pidick managed federal grants for the district focused on postsecondary matriculation and urban education. In addition, she was a consultant for the National School Reform Faculty and Colorado Critical Friends Group and provided local and national training for teachers interested in creating professional communities in their schools. Pidick earned her master’s degree in counselor education from University of Colorado–Denver.

Gretchen Weber

Gretchen Weber is a senior program associate at Learning Point Associates, an affiliate of American Institutes for Research. She provides expertise for teacher quality policy, publications, products, and technical assistance. Within the work of the TQ Center, Weber coordinates technical assistance for the regional comprehensive centers, including capacity-building events, such as issue forums and the annual conference. She leads the consultation and technical assistance services on induction and mentoring for multiple Illinois school districts and serves as a member of an Illinois policy team focused on induction and mentoring. In addition, she has contributed to the writing of induction program standards for the state. Weber has worked with a wide range of student populations in suburban and urban 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 certified by the National Board for Professional Teaching Standards. She earned her master's of education degree in curriculum and instruction from National-Louis University.

Richard Wenning

Richard J. Wenning serves as associate commissioner at the Colorado Department of Education (CDE), where he leads the Office of Performance and Policy. His responsibilities include public policy development and the design and implementation of Colorado's educational accountability system, including SchoolView and the Colorado Growth Model. Prior to his work at CDE, Wenning was vice president for quality and accountability at the Colorado League of Charter Schools. He also served as an executive on loan to the superintendent of Denver Public Schools, where he focused on strengthening the district's performance management practices and led the development of the district's School Performance Framework. Previously, Wenning was president of the Education Performance Network, an affiliate of New American Schools (NAS), where he led a consulting practice focused on educational accountability systems and development of new schools. The Education Performance Network was established by NAS following its acquisition of Wenning's consulting firm, Choice Strategies Group. Before founding Choice Strategies Group, he served as senior policy advisor to the chief executive officer of the District of Columbia Public Schools (DCPS) during the district's takeover by the congressionally appointed D.C. Control Board. While at DCPS, he headed its offices of intergovernmental affairs and educational accountability and led implementation of charter school legislation enacted by Congress. Previously, he served as clerk for the Senate Appropriations Subcommittee on the District of Columbia and as a staff member of the Senate Appropriations Subcommittee on Labor, Education, and Health and Human Services. Wenning began his career at the Government Accountability Office (GAO), where he led research on educational accountability, equity, and market-based education reform strategies. Wenning holds a master's degree in public administration from The American University, where he earned a Presidential Management Internship.