



Meaningful Measurement: The Role of Assessments in Improving High School Education in the Twenty-First Century

April 14, 2009 ♦ 8:30 am – 4:00 pm
Washington Court Hotel
525 New Jersey Avenue, NW, Washington DC

Speaker Bios

Catherine Brown

Senior Education Policy Advisor, U.S. House Committee on Education and Labor

Catherine Brown is a senior education policy advisor for U.S. Representative George Miller, chairman of the House Committee on Education and Labor. Ms. Brown works on K–12 education policy and the reauthorization of the Elementary and Secondary Education Act. Prior to joining the committee staff, she worked as domestic policy director for Hillary Clinton’s presidential campaign. In 2006, Ms. Brown helped launch Teach For America’s (TFA) early childhood initiative, which places TFA corps members as teachers in pre-K and Head Start classrooms around the country. Prior to that, she served as education advisor to Senator Hillary Clinton for four years. Early in her career, Ms. Brown worked as a research assistant for Mathematica Policy Research as a legislative assistant for Congressman Jim Langevin from Rhode Island. Catherine has a master’s degree in public policy from the Kennedy School at Harvard University and a BA in government from Smith College.

Stephen Chappuis

Executive Director, ETS Assessment Training Institute

Steve Chappuis’s career as a teacher, counselor, and building and district administrator in public school districts spans twenty-eight years. His experience includes being a junior high principal, a senior high principal, and assistant superintendent for curriculum and instruction. In the latter role he implemented a standards-based instructional program that included comprehensive assessment plans and policies with professional development for teachers in classroom assessment. As executive director of the ETS Assessment Training Institute, he works with school leaders to develop assessment literacy and balanced local assessment systems. He has written for *Education Week*, *Educational Leadership*, and *School Administrator*, and is the coauthor of *Classroom Assessment for Student Learning: Doing It Right—Using It Well* (2004), *Assessment FOR Learning: An Action Guide for School Leaders* (2005), and *Understanding School Assessment—A Parent and Community Guide to Helping Students Learn* (2002).

David Coleman

Founder, Student Achievement Partners, LLC

David Coleman recently founded Student Achievement Partners, LLC. The organization assembles leading thinkers and researchers to design actions that will substantially improve student achievement and integrates rigorous policy analysis, research, and design to focus on the most significant outcomes for students. Student Achievement Partners serves foundations and school districts. Previously, Mr. Coleman founded the Grow Network—acquired by McGraw-Hill in 2005—has become the nation’s leader in assessment reporting and customized instructional materials. Mr. Coleman was a lecturer at the University of London before going to work in the pro bono education area of McKinsey & Company. Mr. Coleman is a Rhodes Scholar and a graduate of Yale University as well as the Universities of Oxford and Cambridge.

Jeff Gilbert

Lead Principal, Hillsdale High School (CA)

Jeff Gilbert is the lead principal at Hillsdale High School, a model Smaller Learning Community (SLC) school in San Mateo, California. Mr. Gilbert taught social studies for eleven years—five of them at Hillsdale—before cofounding East Palo Alto Charter High School under the leadership of Linda Darling-Hammond. Mr. Gilbert earned his National Board Certification and Administrative credential while at East Palo Alto Charter and returned to Hillsdale High School in 2005 as principal of Marrakech House, one of Hillsdale’s three SLCs. Mr. Gilbert coordinates Hillsdale’s partnership with Stanford’s Teacher Education Program (STEP) and School Redesign Network (SRN) and has served as a guest lecturer and coach for both STEP and SRN. Mr. Gilbert received a master’s in education, teaching credentials, and a BA in history from Stanford University. He received his MA in educational administration (K–12) from San Jose State University.

Sara Hall

Deputy Director, State Educational Technology Directors Association (SETDA)

Sara Hall is the deputy director for the State Educational Technology Directors Association (SETDA), the principal association representing state directors for educational technology in fifty states as well as the District of Columbia and the American Samoa. SETDA’s overarching goal is to provide effective vehicles for its members to share best practices, thereby creating leaders that help states improve student achievement using technology. Ms. Hall oversees strategic and corporate relations including the development and implementation of SETDA conferences, publications, and strategies around building state leadership and capacity for twenty-first-century learning environments including technology’s role in systemic reform, professional development, changing teaching practices to increase student achievement, virtual learning opportunities, assessment trends, STEM, and broadband access for all. Ms. Hall has a bachelor’s degree in political science from the the George Washington University.

Alex Harris

Assistant Superintendent for Assessment and Accountability, DC Office of the State Superintendent of Education

Alex Harris serves as the assistant superintendent for assessment and accountability in the DC Office of the State Superintendent of Education where he is responsible for the statewide system of academic content standards, student assessments, school accountability, and the longitudinal education database. Previously, he was a program director with the National Governors Association's Center for Best Practices where he oversaw the High School Honor States Initiative, a \$23 million, governor-led effort to improve college- and work-ready graduation rates in ten states. Prior to NGA, Mr. Harris served as policy director for Hawaii's early childhood intermediary organization, where he advanced an advocacy agenda for high-quality pre-kindergarten programs and was appointed to the state committee charged with transforming Hawaii's K-12 education budget into a weighted student formula. His professional background is in education reform, both at the federal level where he worked on the No Child Left Behind legislation with the Education Trust, and at the local level, where he directed a school improvement project in a New York City high school. Mr. Harris received his master's in public policy from Harvard University's John F. Kennedy School of Government and his bachelor's with honors from Brown University. He was named a New York City Urban Fellow by then-Mayor Rudy Giuliani in 1998 and an Emerging Leader in 2003 by Marion Wright Edelman at the Children's Defense Fund.

Bethany Little

Chief Education Counsel, U.S. Senate Committee on Health, Education, Labor, and Pensions

Bethany Little is chief education counsel to U.S. Senator Edward M. Kennedy, chairman of the Senate Committee on Health, Education, Labor, and Pensions (HELP). In this role, Ms. Little works on legislation governing early childhood programs, elementary and secondary education, higher education and workforce training. Prior to joining the Senate HELP Committee staff, Ms. Little was vice president for policy and federal advocacy at the Alliance for Excellent Education in DC, where she was responsible for guiding the Alliance's policy work on high school reform issues, including accountability and school improvement, adolescent literacy, and college preparation. Ms. Little came to the Alliance from the Children's Defense Fund, where, as director of government relations, she managed advocacy efforts and provided policy direction. From 2001-2003, Ms. Little worked in the office of U.S. Senator Patty Murray (WA) as a legislative assistant focused on education, welfare, and children and families issues. Prior to that, she was associate director for the White House Domestic Policy Council serving as an education policy advisor to President Clinton and Vice President Gore. She has also held positions at the U.S. Department of Education, Council for Excellence in Government, the Presidential Inaugural Committee, and Clinton/Gore '96. Ms. Little is a graduate of Georgetown University with a BS in foreign service.

Scott Palmer

Partner and Co-founder, EducationCounsel, LLC

Scott Palmer is a partner and cofounder of EducationCounsel LLC, an affiliate of Nelson Mullins Riley & Scarborough. He provides legal, policy, strategic planning, and advocacy services to education leaders across the country. Mr. Palmer works on issues such as the No Child Left Behind Act, accountability, standards and assessment, services for English language learners, services for students with disabilities, and diversity programs. Mr. Palmer served—until January 2001—in the Clinton administration as deputy assistant secretary of the U.S. Department of Education’s Office for Civil Rights (OCR). In that capacity, Mr. Palmer was responsible for the development of civil rights legal policy in education, including the promulgation of regulations and policy guidance on issues such as high-stakes testing, resource equity/adequacy, and affirmative action. Mr. Palmer previously served as a legal and policy advisor with the President’s Initiative on Race in the White House, where he was responsible for education and civil rights issues. Mr. Palmer speaks regularly on education legal and policy matters and has published numerous articles on issues such as the proper use of tests and the value of diversity in education. He has served as an adjunct professor at the University of Maryland, where he taught education law and policy. He is a prior vice-chair of the American Bar Association’s Public Education Committee of the Individual Rights and Responsibilities Section. He is a senior legal fellow of the Harvard University Civil Rights Project and has been listed in *The Best Lawyers in America* (2007 and 2008 editions). Mr. Palmer earned his JD degree from the University of California, Berkeley, Boalt Hall School of Law. He holds a master of arts in public policy from Harvard University’s John F. Kennedy School of Government and a BA, with honors, from the University of Maryland.

Raymond L. Pecheone

Co-executive Director, School Redesign Network LEADS, Stanford University

Ray Pecheone is the co-executive director of the Stanford School Redesign Network LEADS Network. LEADS is an executive educational leadership program that builds partnerships between schools of business and education to bring interdisciplinary perspectives and knowledge bases to the work of K–12 district and school reformers. Dr. Pecheone also serves as the director of the Performance Assessment for California Teachers (PACT) program. PACT is a consortium of thirty-two California universities that have joined together to develop a reliable and valid licensure assessment of pre-service teaching. He also leads and directs a performance-based student assessment project that is aligned to college- and workplace-readiness skills and includes work in California (the Stanford Bay Area Assessment Consortium), and nationally in partnerships with the Asia Society and the State of Ohio. Prior to Stanford, Dr. Pecheone was the Connecticut bureau chief for curriculum, research, and assessment. In this role, he directed the First Assessment Development Laboratory for the National Board for Professional Teaching Standards and cofounded the Interstate New Teacher Assessment and Support Consortium, housed at the Council of Chief State School Officers. He supported the redesign of New York State’s Regents Examinations, and served as a consultant to ETS in the development and validation of a national performance-based assessment test for school administrators.

Rachel Quenemoen

*Technical Assistance Team Leader, National Center on Educational Outcomes
Senior Research Fellow, University of Minnesota*

Rachel Quenemoen is a senior research fellow at the University of Minnesota and the technical assistance team leader for the National Center on Educational Outcomes (NCEO). She is coprincipal investigator of NCEO's federally funded technical assistance center. Ms. Quenemoen has worked for thirty years as an educational sociologist focused on research-to-practice efforts. She has been a multidistrict cooperative administrator in both general and special education, and for the last fifteen years has worked at the state and national levels on educational change processes and reform efforts related to standards-based reform and students with disabilities, building consensus and capacity among practitioners and policymakers. Her current research and technical assistance priorities include alternate assessment of students with significant disabilities and research focused on the causes of and solutions for the achievement gap between students with disabilities and their typical peers. She is the author of numerous chapters, articles, presentations, and papers related to inclusive assessment of students with disabilities, and has coauthored a book on alternate assessment.

Celia Hartman Sims

Senior Policy Advisor, Office of U.S. Senator Richard Burr (NC)

Celia Sims currently serves as senior policy advisor for Senator Richard Burr on issues related to education (preschool through higher education), financial services, and housing. Ms. Sims came to Senator Burr's office after serving four years in the Bush administration at the U.S. Department of Education (ED). At ED, Ms. Sims worked primarily on the implementation of the No Child Left Behind Act with a focus on state standards, assessments, and accountability systems. Ms. Sims is a native of Winston-Salem, North Carolina, and received her BA in classical languages and U.S. History from the University of North Carolina at Chapel Hill. Ms. Sims earned her MA in Latin from the University of Michigan at Ann Arbor and was working on a PhD in educational administration and policy prior to going to work for ED.

Arthur VanderVeen

Executive Director, Assessment and Knowledge Management, New York City Department of Education

Arthur VanderVeen is executive director for assessment and knowledge management at the New York City Department of Education (DOE). Dr. VanderVeen joined the DOE in 2008, where he manages the administration and development of the New York City's portfolio of summative and formative assessments. He also directs the city's Knowledge Management Initiative designed to leverage local expertise and innovation happening across the city's 1400-plus schools to strategically disseminate promising practices and quality resources systemwide.

From 2003 to 2007, Dr. VanderVeen held several positions at the College Board, where he helped lead the design and development of the College Board's comprehensive systemic reform model to increase the number and diversity of students prepared for college. He led the development of the College Board Standards for College Success in Mathematics and Statistics and English Language Arts. He also helped lead the redesign of the College Board Advanced Placement exams in science.

From 1997 to 2002, Dr. VanderVeen founded and directed ActiveInk Corporation, a curriculum development and publishing company in Austin, Texas, which provided consulting and curriculum development services to state education agencies, K–12 school districts, university programs, and publishers in multiple disciplines.

Dr. VanderVeen has authored numerous chapters, articles, and presentations on assessment design, academic content standards, curriculum development, and alignment methodologies. He received his BA from Colorado College in 1985, his MDiv from Princeton Theological Seminary in 1989, and his PhD in English from the University of Texas at Austin in 2002.

Bob Wise

President, Alliance for Excellent Education

Bob Wise, author of the book *Raising the Grade: How High School Reform Can Save Our Youth and Our Nation*, became president of the Alliance for Excellent Education in February 2005. Since joining the Alliance, Governor Wise has become a sought-after speaker and advisor on education issues. He has advised the U.S. Department of Education and frequently testifies before the U.S. Congress. As governor of West Virginia from 2001 to 2005, he fought for and signed legislation to fund the PROMISE Scholarship Program and created the Governor's Helpline for Safer Schools. During his administration, West Virginia saw a significant increase in the number of students completing high school and entering college. From 1983 to 2001, Governor Wise served in the U.S. House of Representatives representing the 2nd District of West Virginia. During his tenure, he worked aggressively to preserve federal financial aid for students to attend college. Governor Wise also serves on the Public Education Network's board of directors and is an advisory committee member for a number of organizations including the Campaign for Educational Equity, Editorial Projects in Education, the National High School Center, and the Bay Area Coalition for Equitable Schools. Governor Wise earned a bachelor's degree from Duke University and a JD from Tulane University College of Law.