



The Alliance for Excellent Education
and the National Assessment Governing Board
Present

NAEP's Technology and Engineering Literacy Assessment: A New Approach to Assessment

**Thursday, May 5, 2016
2:00 – 3:00 p.m. (ET)**

Speaker Biographies

Bill Bushaw, PhD

Executive Director, National Assessment Governing Board (NASBE)

As executive director of NASBE, Bill Bushaw executes policies and projects initiated by the Board National Assessment of Educational Progress (NAEP). He also serves as NASBE's chief of staff. Before joining NASBE, Dr. Bushaw was chief executive officer of Phi Delta Kappa (PDK) International, a professional association of educators. He is also a coauthor of a report about the highly regarded annual PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools.

Prior to working with PDK, Dr. Bushaw held other leadership positions in education, including learning systems director at the Merit Network of the University of Michigan, his alma mater; deputy superintendent and chief academic officer at the Michigan Department of Education; and director of the North Central Association in Michigan. He began his education career as a middle school teacher and high school principal.

Dr. Bushaw earned a PhD degree in education policy and a BS degree in Biology from the University of Michigan. He earned his MA degree in education leadership from Eastern Michigan University.

Peggy Carr, PhD

Acting Commissioner, National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education (ED)

As acting commissioner at NCES in ED's Institute of Education Sciences, Peggy Carr oversees the collection, analysis, and reporting of education data from preschool through graduate education. Dr. Carr joined NCES in 1993 as director of analysis and reporting in the assessment division. In 1998, she was named the associate commissioner of assessment, responsible for national and international large-scale assessments, including NAEP, National Assessment of Adult Literacy, Program for the International Assessment of Adult Competencies, Trends in

International Mathematics and Science Study, Progress in International Reading Literacy Study, Program for International Student Assessment, and Teaching and Learning International Survey.

Previously, Dr. Carr served as the chief statistician in the Office for Civil Rights at ED; a research methodologist at Howard University's Statistical and Research Computer Laboratory; and an adjunct faculty member in the Graduate School of Arts and Sciences at Howard, where she taught doctoral-level graduate courses in statistical computing, and quantitative and qualitative research methods. She has served on numerous doctoral dissertation committees and has published in a variety of areas, including child, social, and experimental psychology; biostatistics; student achievement; and assessment methodology.

Dr. Carr received her BS degree in psychology with a concentration in statistics from North Carolina Central University. She earned her MS and PhD degrees in developmental psychology from Howard University.

Stephanie Wood-Garnett, EdD

Vice President of Policy and Advocacy for Standards, Assessment, and Deeper Learning, Alliance for Excellent Education

In her current role at the Alliance for Excellent Education, Stephanie Wood-Garnett directs the policy and research operations of the organization related to standards, assessment, deeper learning, accountability, and implementation of the Common Core State Standards (CCSS). Dr. Wood-Garnett is an accomplished educator with extensive experience in leading complex P–20 education reform initiatives, and throughout her career, she has focused on establishing systems for programmatic changes at the local, state, and national levels that support and advance educational equity. Her previous roles include serving as managing director of the Learning to Teach fund at NewSchools Venture Fund and leading education strategy work for foundations and state departments of education.

From 2012–14, Dr. Wood-Garnett served as the assistant commissioner of teacher and leader effectiveness for the New York State Education Department's Office of Higher Education where she led Race to the Top initiatives aimed at transforming teacher and leader preparation programs and strengthening P–20 collaboration. Under her leadership, New York implemented new certification examinations aligned with the CCSS for teachers and leaders, invested \$19 million in clinically-rich teacher preparation programs, and provided \$11.5 million to support faculty professional development initiatives. Dr. Wood-Garnett's portfolio also included state initiatives aimed at elevating the teaching profession such as the State Teacher of the Year program, the National Board for Professional Teaching Standards, and New York State's 125 Teacher Centers, a system supporting teacher voice in the design of local and regional professional development.

Dr. Wood-Garnett earned a bachelor of arts degree in English literature and women's studies from Dartmouth College; a master of arts degree in higher education administration from the George Washington University; and a doctorate of education degree in educational and organizational leadership from the University of Pennsylvania.