

PRESENTER BIOGRAPHIES

Ann Shannon Ann is a mathematics educator with decades of experience specializing in assessment and urban education. Currently, she works as an independent consultant helping states, districts, and schools to better serve the needs of diverse learners of mathematics.

Dr. Shannon was employed as a Research Fellow at the Shell Centre for Mathematics Education, University Nottingham, England before moving her work to the University of California, Berkeley in 1994.

At the University of California, she developed performance assessments for the NSF-funded Balanced Assessment project and the New Standards project. Her 1999 monograph, *Keeping Score*, was published by the National Research Council and drew on her work for Balanced Assessment and New Standards; addressing a variety of issues that are relevant to developing, administering, and scoring mathematics assessments. In this monograph she also develops the concept of “opportunity to perform” and explores its role in ensuring universal access to quality instruction.

Carina Wong Carina serves as the Deputy Director for Education for the Bill & Melinda Gates Foundation. She leads the foundation’s programmatic work on teacher supports related to standards, assessment, curriculum and instruction and student supports related to academic interventions, creating a college-going culture and academic motivation/engagement.

Carina Wong has worked in education policy at the national, state and local levels for the last 15 years. She served as the Director of the Bureau of Assessment and Accountability at the Pennsylvania Department of Education where she was responsible for implementing most of the No Child Left Behind reforms for the state. Previously, she worked in the Philadelphia School District as part of a \$150 million Annenberg Challenge Grant and served as Director of Youth Policy and Education at the Washington DC-based National Center on Education and the Economy.

Most recently, Carina served as the Executive Director of the Chez Panisse Foundation where she led that organization through a time of growth and transition, addressing a range of issues from implementing a district-wide healthy meal program to developing tools to replicate a national hands-on kitchen/garden educational program.

Charis McGaughy Since 2006 Charis has worked alongside Dr. David Conley at the Educational Policy Improvement Center (EPIC). During this time, she has directed several major projects, including the College-Readiness Performance Assessment System, the College Ready School Diagnostic, and the Texas College and Career Readiness Initiative. Dr. McGaughy has a diverse background in the educational arena, including serving as a teacher, a state-level educational policy worker, and researcher. She is the author of several reports, chapters, and articles on education.

Dr. McGaughy holds a PhD in Educational Leadership, Policy and Organizations from Vanderbilt University, a master’s degree in Public Affairs from the LBJ School of Public Affairs at the University of Texas at Austin, and a BA in Government from Pomona College.

Eva Baker Former acting dean at the University of California, Los Angeles, Eva is now a distinguished Professor at the University’s Graduate School of Education & Information Studies in the divisions of Psychological Studies in Education and Social Research Methodology. Dr. Baker is Director of the National Center for Research on Evaluation, Standards, and Student Testing

(CRESST); an internationally renowned organization for assessment and technology R&D, studies evaluation, and psychometrics and standards, supported by government and private sources. She also directs the recently funded Center for Advanced Technology in Schools (CATS) and has been Director of the Center for the Study of Evaluation (CSE) since 1975.

Since then, Dr. Baker has focused her research on the integration of teaching and measurement, including design of instructional and accountability systems and new technologically oriented measures of complex human performance. Over the past twenty-five years, Baker has conducted studies of technology, teaching, learning, and assessment in history, science, workforce readiness, and writing. She has studied the uses of technology, instruction, and performance assessment in large-scale environments for both military and public education and has conducted research for, or advised, the U.S. Congress, the Departments of Education, Labor, Energy, and Defense as well as private foundations, numerous state departments of education, local school districts, and private corporations. She has been involved in R&D for military training in technology, assessment, and instruction for the Office of Naval Research and the U.S. Army. Her current work is in the area of improving the transparency and coherence of standards, learning, and the validity of relevant assessments.

Her international work has also been extensive, including studies of performance standards and national assessment policies for the Organization for Economic Co-Operation and Development (OECD), the Asia-Pacific Economic Cooperation (APEC) Education Forum Project, and the Asia-Pacific Educational Research Association (APERA). She has facilitated the development of the World Educational Research Association (WERA) in association with AERA. She has been an advisor to ministries and universities in Latin America, the Middle East, Australia, Europe, and Asia, as well as other international organizations such as NATO.

Her professional accomplishments over the last several years include serving as chair of the Board on Testing and Assessment (BOTA, 2000-2004) of the National Research Council, former president of the Educational Psychology Division of the American Psychological Association, a congressionally appointed member of the National Council on Education Standards and Testing, and a former editor of Educational Evaluation and Policy Analysis. She co-chaired the revision of the 1999 Standards for Educational and Psychological Testing, is a recipient of an Economic and Social Research Council (ESRC) and the Social Science Research Council (SSRC) Visiting Fellowship.

Dr. Baker served as the American Educational Research Association President (AERA, 2006-2007), was a member of the U.S. Department of Education Advisory Council on Education Statistics, the Independent Review Panel on Title and Chapter I, and the measurement expert in the federal process of rule making for ESEA (IASA). She is a member of the National Academy of Education and was the recipient of the 2007 Henry Chauncey Award for Distinguished Service to Assessment and Educational Science by Educational Testing Service. She is a fellow of the American Psychological Association, American Educational Research Association, and the American Psychological Society.

Frankiem Nicoli Mitchell Frankiem is half African American, a quarter Cuban and a quarter Haitian. He was born in Madison Wisconsin and raised in the uptown area of Chicago, Illinois. He attended K-3rd grade in Uptown until transferring to Fairview Elementary, Aldrin Elementary, and Frost Jr. High School for the second half of 3rd grade through 8th. Mitchell returned to Uptown where he completed 9th-12th grade. Having enjoyed sports, Mitchell played football for SAA (Schaumburg Athletic Association) and wrestled for both Frost and Jr. Cougars, a program for upcoming freshmen who were expected to attend James B. Conant High School. He was also a member of the Environmental Club, Assistance Club and part of the Special Education Program.

During this time he lived with his aunt and uncle in Schaumburg and then eventually his friend, Roselle. Upon returning to the city, he attended Senn High School and enrolled in a program called (MS)2 in Andover, Massachusetts. For those who are not familiar with the school, (MS)2 stands for Math and Science for Minority Students. In Mitchell's words, "the course was rigorous and called for students to explore both the breadth and depth of math and sciences while implementing the cultures of different ethnic groups, to be brief. My high school career was a struggle. At times truancy was an issue due to family issues and other issues unrelated to school." Mitchell graduated from (MS)2 in the summer of 2007.

Mitchell has received an impressive list of awards ranging from; Honor Role, good behavior, and outstanding conduct on school buses, to name a few. Notable awards include; American Legion Award which exhibits academic excellence and reflects the 6 pillars of character, Chicago Youth Award which named him as one of the top 50 students in Chicago, Drama Award for his performances in drama class, and Word Play Award which recognized outstanding word play at Young Chicago Author's "Louder Than A Bomb" Poetry Slam. Additionally, Mitchell received 3 All-Conference defensive-back awards, 2 All-City defensive-back awards, 6 wrestling medals, and several trophies for both football and wrestling.

According to Mitchell, "My passion is at war. Music, specifically poetry and hip-hop and science, specifically Zoology are both subjects I have very potent interests in. I've grown to love math, but I never had a genuine interest in it initially." Mitchell is a Youth Mentor/Organizer with VOYCE at the Organization of the North East. He has debated with Drew Beres, Craig Nash, and Bernard McCune at CPS for funding for the Freshman Retreats. Recently he participated in The Graduation Pathways Summit as a student panelist; Mitchell discussed the direct tie among motivation, safety and academic/behavioral performance.

Currently, Mitchell is fighting alongside his organization to stop budget cuts for human services as well as a variety of other important programs. He is also working towards his diploma and looking forward to starting his college life.

Linda Fisher Linda is the Director of the Mathematics Assessment Collaborative at the NOYCE Foundation, a group of 35 school districts in the San Francisco Bay Area that work together to conduct performance assessment, professional development, and in-class coaching for mathematics. Linda oversees the administration, scoring, and analysis of approximately 70,000 student papers a year in grades 3 through 10. She authors the annual Tools for Teachers; an interactive analysis of the data for each task to help teachers reflect on student learning and improve instruction. Part of her work has been developing a protocol on re-engagement to help teachers use student thinking and misconceptions to plan lessons as well as creating individual student reports for the assessments. Linda also helps plan and organize the professional development program for the school districts and is currently working on an in-class action research project. Additionally, she has worked for several years with an assessment collaborative in Utah to help them benefit from the Balanced Assessment Tests and planning professional development around student work.

Laurie Mathis-Garland Laurie is the Director of Professional Development and district services for the Charles A. Dana Center at the University of Texas at Austin. In her role, Laurie leads the design and implementation of large-scale initiatives to improve mathematics and science education at the district and state levels.

Dr. Mathis-Garland leads the Dana Center's current work on formative mathematics assessment, oversees its online and face-to-face services in secondary mathematics, and manages state-level work in mathematics and science education reform. In addition, she oversees the design and production of the Dana Center's professional development and instructional leadership services, including associated protocols and products.

Dr. Mathis-Garland has more than twenty years of experience at all levels of the K-16 education system. Prior to her work at the Dana Center, Dr. Mathis-Garland worked as a classroom teacher and as an administrator at the campus and district levels. Her work as a district mathematics curriculum supervisor included directing a large-scale National Science Foundation mathematics initiative.

Dr. Mathis-Garland holds a Ph.D. in mathematics education from the University of Texas at Austin, a Master's of Education from Trinity University in San Antonio, and a Bachelor of Science from St. Cloud State University in St. Cloud, Minnesota.

Marilyn Burns Marilyn is one of today's most highly respected mathematics educators. Over the course of 40 years, Marilyn has taught children, led inservice sessions, and written a variety of professional development publications for teachers and administrators. In 1984, Marilyn formed Math Solutions Professional Development, an organization dedicated to the improvement of math instruction in grades K–8. Working with a highly qualified team of inservice leaders, Marilyn developed specialized courses to teachers and administrators nationwide.

In 1997, Marilyn received the Louise Hay Award for Contributions to Mathematics Education from the Association for Women in Mathematics.

In collaboration with Scholastic in 2007, Marilyn developed Do The Math®, a 12-module intervention program that focuses on Number and Operations. Designed for grades 2 through 8, Do the Math targets addition and subtraction, multiplication, division, and fractions.

Marilyn continues to teach regularly in the classroom, finding the experience essential to developing and testing new ideas and materials.

Melissa Chabran Melissa is a Program Officer in Education at the Bill & Melinda Gates foundation. She leads programmatic work on teacher supports related to assessment and curriculum.

Prior to joining the foundation, Melissa served as Senior Program Manager at Youth In Focus, a youth-led research organization in California. Melissa has also worked with school districts in Long Beach and San Francisco and served as a researcher on various high school reform studies, including the Consortium for Policy Research In Education's "Accountability for Results" multiyear project. Previously, Melissa worked at the U.S. Department of Education to develop and manage federal policy initiatives on reading and mathematics as well as research and the evaluation of federal programs.

Melissa holds an Ed.D. in Administration, Planning, and Social Policy from Harvard University, a master's degree in Public Affairs from the LBJ School of Public Affairs at the University of Texas at Austin, and a BA in Political Science from Whittier College.

Philip Daro Phil currently directs the partnership of University of California, Stanford and others with San Francisco Unified School District for the Strategic Education Research Partnership (SERP). His emphasis is on mathematics and science learning among students learning English or developing academic English and developing research agendas and projects that address priorities

identified in the school district. He is a Senior Fellow for Mathematics at America's Choice where he focuses on programs for students who are behind and algebra for all.

He has directed, advised and consulted to a range of mathematics education projects. The most extensive and intensive engagements include NAEP Validity studies, ACHIEVE, FAM (Foundations of Mathematics) program development for America's Choice, Balanced Assessment Project (co – Director), Mathematics Assessment Resources (MARS), the El Paso Collaborative (consultant), school districts and states, and the New Standards Project. From the mid '80s until the 90s, Phil was the state Director of the California Mathematics Project for the University of California. Additionally, he has worked with reading and literacy experts and panels on problems related to academic language development, particularly in mathematics classroom discourse.

Phil has a BA degree at the University of California, Berkeley: Major in English, Minor in Mathematics and a Teacher Credential Program at the State University of New Jersey, Trenton for Secondary Education.

Philip "Uri" Treisman Uri is a professor of mathematics and public affairs at the University of Texas, as well as the executive director of the Charles A Dana Center (www.utdanacenter.org). Uri chairs the steering committee of the Urban Mathematics Leadership Network-a coalition of 24 large urban districts working to improve PreK-12 mathematics teaching and learning that together serves 4 million students. Uri serves on the Carnegie-Institute for Advanced Study Commission on the Future of Mathematics and Science Education; is a member of the leadership team and of the National Research Council's Strategic Education Research Partnership (www.serp institute.org), which focuses on creating new knowledge to solve urgent problems of American education. He serves as an advisor to the Aspen Institute's Urban Superintendents Network as well as a member of the board of the New Teacher Project. Additionally, he serves on the National Advisory Board of the Military Child Education Coalition (MCEC) and as Chief Juror for a Department of Defense-sponsored study of mobility in military families and its effects on their children's education.

Uri was named a MacArthur Fellow (1992-1997) for his work on nurturing minority student high achievement in mathematics. In December 1999, he was named one of the outstanding leaders of higher education in the 20th century by the magazine *Black Issues In Higher Education*. In February 2006 he was named "2006 Scientist of the Year" by the Harvard Foundation of Harvard University for his outstanding contributions to mathematics. In all his work, he is an advocate for equity and excellence in education for all children.

Rhea Irvine Rhea has worked in mathematics curriculum design, assessment, and professional development for the last 15 years, following 20 years as a classroom teacher, teacher researcher, and math specialist. She has authored or contributed to innovative textbook and supplementary materials--both print and web-based--and created print, video, online, and face-to-face professional development resources. Prior to joining EPIC, Rhea worked for Key Curriculum Press creating a suite of grades 3-8 mathematics activities incorporating The Geometer's Sketchpad® and associated training modules.

Sally Keyes Sally is the Director of Professional Development for the Silicon Valley Mathematics Initiative, a diverse group of school districts in the San Francisco Bay Area who use performance assessments to promote and develop critical thinking and problem solving skills in mathematics. She oversees professional development sessions for teachers of grades 2-8 and for mathematics coaches in the Bay Area. Prior to holding her current position, Sally taught middle school math for 14 years and was a math coach for 12 years. Currently, she continues her coaching experience in

the Cambrian School District in San Jose. As part of her current work, she has supported Lesson Study, developed Number Talk Jigsaws and analysis tools for formative assessments, and helped teachers to develop effective re-engagement lessons for their students.

Scott Marion Scott is the Vice President of the National Center for the Improvement in Educational Assessment, Inc. where his current projects include developing and implementing a framework for evaluating the technical quality of state alternate assessment systems for students with the significant cognitive disabilities, exploring the instructional usefulness of interim assessment approaches, and helping states design valid assessment and accountability systems. Dr. Marion coordinates and/or serves on six state technical advisory committees and is an expert panelist for three major national initiatives. Dr. Marion is a regular advisor to the United States Department of Education (USED) on a host of assessment and accountability issues and is a member of USED's National Technical Advisory Committee. Dr. Marion is currently serving on a National Research Committee (NRC) investigating the issues and challenges associated with incorporating value-added measures in educational accountability systems. A former field biologist for eight years and high school science teacher, Dr. Marion earned a Bachelor's degree in biology from The State University of New York and a Master's in Science Education from the University of Maine.

Dr. Marion received his Ph.D. in measurement and evaluation from the University of Colorado, Boulder. Prior to joining the Center for Assessment in early 2003, Dr. Marion was most recently the Director of Assessment and Accountability for the Wyoming Department of Education and was responsible for overseeing the Wyoming Comprehensive Assessment System and designing the technical and policy structures to implement the Body of Evidence assessment system, a multiple-measures, locally-created collection of evidence used to determine whether high school students met the state graduation requirements. Dr. Marion regularly presents the results of his work at several national conferences (AERA, NCME, and CCSSO) and has published dozens of articles in peer-reviewed journals and edited volumes.

Stanley Rabinowitz. Stanley is the Director of Assessment and Standards Development Services at WestEd. WestEd has been designated the Assessment and Accountability Specialty Laboratory by the U.S. Department of Education and was awarded the national Assessment and Accountability Content Comprehensive Center. Dr. Rabinowitz consults extensively on academic standards, assessment, and accountability issues with policy makers and assessment staff at the national, regional, state, and school level. He currently serves as lead technical consultant to the Gates Foundation on their college readiness formative assessment pilot. Previously, Dr. Rabinowitz served as state assessment director for the New Jersey Department of Education.

Dr. Rabinowitz' areas of expertise include: High Stakes and Formative Student Assessment, College Readiness Assessment, School Accountability, Assessment of Students with Disabilities and English-Language Learners, Applied Statistics and Psychometrics, and Program Evaluation. Dr. Rabinowitz received his Ph.D. from SUNY Albany in Educational Psychology and Statistics.

Susan Hudson Hull Susan, Director of Mathematics and National Initiatives for the Charles A. Dana Center, University of Texas at Austin, works with state and national leaders and organizations as well as with districts, teachers, and higher education faculty for quality mathematics learning for all students.

Her special interests are in equity and quality mathematics teaching and learning of all students, especially at the secondary level, and connections between high school and higher ed.

Currently, she leads the Academic Youth Development initiative, a bridge program for students rising from 8th grade to 9th grade algebra and new initiatives for on-ramp courses for college freshmen. Additionally, Susan is project director for the Dana Center's Urban Mathematics Leadership Network, a consortium of large districts across the United States, as well as for the Advanced Mathematics for All Project to support Algebra II teachers and students.