



RACE TO THE TOP

GRANT REVIEW



Assessment Peer Review Panelists

*indicates did not participate in final panel discussions

Adrienne Bailey

*John Bishop

James Dueck

*Stuart Elliot

Kadriye Ercikan

Mark Fetler

Gail Goldberg

Edward Kifer

James Liebman

*Kevin Matter

Kathleen Scalise

Jose Stevenson

*Lihshing Wang

Adrienne Y. Bailey

Dr. Adrienne Y. Bailey has worked in the fields of education and social policy as a professional and volunteer at the local, state, national and international levels. She currently serves as an ExEL (Executive Leadership Program for Educators) coach at Harvard University and a consultant/advisor to donors in the area of strategic philanthropy. As ExEL Coach, she provides a customized blend of support activities to Worcester Public Schools focused on improving teaching and learning. Bailey is also part of a consortium of academic issue area experts who ensure that philanthropy clients benefit from the leading thinking and ideas in the area of education.

Dr. Bailey served as Program Manager at the Stupski Foundation for two years with responsibility for strategic implementation of programs in the areas of holistic accountability, literacy, leadership development and communications/community engagement in East Baton Rouge Parish School System and Cleveland Municipal School District. Prior to Stupski Foundation, she served as a lead consultant for a number of projects focused on standards-based reform, school and district performance indicators, assessment development, academic achievement, parental engagement, and professional development. Clients include: U.S. Office of Education, Rockefeller Foundation, Flint Community Schools, Albuquerque Public Schools, Learning Communities Network, Inc., Mississippi Action for Education (MACE), the Center for Applied Cultural Studies at San Francisco State University, the Galef Institute, Macalester College, National Urban League and the Illinois Institute of Technology.

Dr. Bailey has served as Senior Consultant for Standards, Instruction and Assessment at the Council of the Great City Schools in Washington, D.C., Study Director for the Standards and Assessment Partnership at the University of Chicago, Deputy Superintendent for Instructional Services, Chicago Public Schools, and Vice President for Academic Affairs at the College Board where she also provided direction for the Board's Educational Equality Project, a ten-year high school reform effort to increase and diversify the number of students who attend and succeed in higher education.

Bailey's background also includes work at the Chicago Community Trust, Northwestern University, Xavier University in New Orleans and the Governor's Office for the State of Illinois. She served eight years as a charter member of the Illinois State Board of Education and President of the National Association of State Boards of Education. Current trustee/director appointments include: Chapin Hall Center for Children at the University of Chicago, Quality Education for Minorities, and Multicultural Education Training and Advocacy. She has written and spoken widely on issues of academic standards, assessments, equity and aligned instructional systems. She received the M Ed degree from Wayne State University and her PhD from Northwestern University.

John H. Bishop

John H. Bishop is a member of the Department of Human Resource Studies at the New York State School of Industrial and Labor Relations, Cornell University. He is also Executive Director of the Educational Excellence Alliance, a consortium of 325 high schools that are studying ways to improve school climate and student engagement. He received his Bachelors Degree from Oberlin College in 1962. After two years in the Peace Corps in Northern Nigeria, he studied economics at the University of Michigan, obtaining a Masters in 1967 and a PhD in 1974. Professor Bishop has published over 80 articles on education reform, the causes of low levels of academic engagement in the U.S., the impact of education achievement on the productivity of individuals and nations, and the impact of the hiring, training and promotion policies of business on incentives for students to study and schools to set high standards and

over 30 articles on government incentives to create jobs and the determinants of and payoffs to employer training. Prior to coming to Cornell in 1986, he was director of the Center for Research on Youth Employability and Associate Director: Research at the National Center for Research in Vocational Education.

He has been invited to share his research findings and provide advice to legislators and state education leaders in Colorado, Michigan, New York, Texas, British Columbia, Ontario and spoken at national meetings of the Council of Chief State School Officers, the American Federation of Teachers and the National Association of State Directors of Vocational Education. He has served on numerous advisory committees: the National Assessment of Vocational Education, the Job Training Partnership Experiment Advisory Committee, Technical Review panels for NCES, proposal review panels for OERI, the Advisory Committee on Federal Workforce Quality Assessment, and Education Committee of the Competitiveness Policy Council. He chaired the Admissions and Incentives Subcommittee of the SUNY Task Group on Public Education and Co-chaired the Goal 5 Technical Planning Subgroup on International Workforce Skills of the National Education Goals Panel. He has testified before Congressional Committees numerous times.

Jim Dueck

Dr. Jim Dueck, recently retired after 40 years in the education system within the Canadian provinces of British Columbia and Alberta, now operates his own consulting agency. His expertise is grounded in real-world experience. He has been an elementary school teacher and principal, as well as school district superintendent in two school districts each with approximately 20,000 students. He also served as Assistant Deputy Minister with Alberta Education where his responsibilities included student assessment, curriculum development, information and communication technology, educational technology, reporting, research, distance learning, learning resource development and distribution, and system accountability.

Dr. Dueck's career emphasis revolves around the theme 'Fairness to Students.' At the provincial level, his leadership resulted in development of an accountability model that provides the public with a report card on each school, school district and the provincial education system. As a school principal he established a process for reviewing each student's progress at each reporting period to determine program success and modifications, which resulted in a district review regarding the resulting unusually high student achievement. This process of monitoring each student's grade level of achievement is now required for all schools in the province. As a superintendent he established school accountability programs including decentralized budgeting and decision-making, strategic planning and reporting, and pay for performance, which resulted in the provincial Auditor-General identifying his district as having the highest level of accountability in the province.

Stuart W. Elliott

Stuart W. Elliott has directed the Board on Testing and Assessment of the National Research Council since 2003. His work at the NRC includes a variety of projects related to educational assessment, accountability, standards, teacher qualifications, skill demands, and information technology. He is also a partner of SLS Consulting, a small firm specializing in postal and environmental analyses. Previously, Elliott was an economic consultant for several private-sector consulting firms, a research fellow in cognitive psychology and economics at Carnegie Mellon University, and a visiting scholar at

the Russell Sage Foundation. He has a Ph.D. in economics from the Massachusetts Institute of Technology.

Kadriye Ercikan

Kadriye Ercikan is Professor of Measurement, Evaluation, and Research Methods at the University of British Columbia. Her research focuses on research methods, measurement, construction of research data through assessments and the validity of interpretations from assessment data. She combines statistical approaches with think-aloud approaches for examining examinee cognitive processes and validity of interpretations of assessment results. She is the co-editor of AERA/Division D award winning book *Generalizing From Educational Research: Beyond Qualitative and Quantitative Polarization* (2009). She has also published widely in the *APA Handbook of Educational Psychology*, *Educational Measurement: Issues and Practice*, the *Journal of Educational Measurement*, *Applied Measurement in Education*, and the *International Journal of Testing*. She is on the editorial boards of the *Journal of Educational Measurement* and *Applied Measurement in Education*. She has served on the National Academy of Sciences' (NAS) Committee on Foundations of Educational and Psychological Assessment and contributed to the NAS book *Knowing What Students Know: The Science and Design of Educational Assessments*. She is currently serving on the National Assessment of Educational Progress (NAEP) Design and Analysis Committee, the National Assessment of Educational Progress (NAEP) Quality Assurance Technical Panel, and the Board of Directors of the National Council on Measurement in Education.

Mark Fetler

Dr. Mark Fetler consults on educational testing, evaluation, and accountability. He earned a B.A., *magna cum laude*, from Colorado College and a Ph.D. from the University of Colorado at Boulder in Psychology, specializing in quantitative methods and cognitive science. An active researcher, he publishes studies on educational assessment, evaluation, and accountability.

Fetler managed large-scale testing programs at the California Department of Education (CDE), notably the California English Language Development Test (CELDT). He assisted in the development of California's English Language Development Standards. His management portfolio also encompassed the California High School Proficiency Examination (CHSPE), the Assessments in Career Education (ACE) program, and the General Educational Development (GED) program, and the statewide physical fitness test (PFT). He managed CDE's psychometric staff and the Technical Advisory Committees for California's Standardized Testing and Reporting (STAR) program, and for the CELDT. He led the development of an alternate assessment for students with the most severe cognitive disabilities, and participated in the development of test accommodation policies. He assisted with content development, standard setting, and reporting for the performance-based tests of the Golden State Examination (GSE) program.

Fetler managed California's first school accountability programs (based on school recognition, and funding incentives), created statistical procedures for identifying similar schools, procedures for identifying exemplary schools, and developed School Performance Reports to publicly document assessment results and school demographics.

Fetler managed an intersegmental project including the University of California, the California State University, the Community College system, and CDE to develop K-12 Mathematics standards. He regularly represented CDE at meetings of the California Education Roundtable's Intersegmental Coordinating Commission (CERT/ICC) on topics of assessment and accountability.

While at the California Commission on Teacher Credentialing, Fetler conducted research on teacher supply and demand, on teacher examinations, and supported the Commission's litigation over the validity of the California Basic Educational Skills Test (CBEST). He developed higher education accountability procedures and reports for the Chancellor's Office, California Community Colleges. As a faculty member for the Psychology Department of the California State University, Sacramento, he taught courses in psychological testing and statistics.

At the Northwest Regional Educational Laboratory (NWREL) Fetler provided evaluation technical assistance to states and school districts. He carried out higher education research at the Western Interstate Commission for Higher Education (WICHE).

Fetler served on the boards of educational organizations and journals including the *Practical Assessment, Research and Evaluation Journal*, the *Education Policy Analysis and Research Journal*, the California Association for Institutional Research, and the Elk Grove Adult Community Training Program (providing services and employment for developmentally disabled adults).

Gail Goldberg

Gail Lynn Goldberg was introduced to direct assessment in the 1970s as an English Department faculty member in a branch of the City University of New York, and while she initially pursued a career path teaching writing, literature, and comparative arts, she maintained a deep interest in assessment as a window into teaching and learning. In 1987, Dr. Goldberg decided to apply that interest by taking a position as specialist in test development with the Maryland State Department of Education. There, over the next decade, she led the development, implementation, and scoring of the Maryland Writing Test (MWT) and was one of the architects of the Maryland School Performance Assessment Program (MSPAP), providing leadership in the development of performance tasks and scoring tools and overseeing training and monitoring of the Maryland teachers who scored these tasks.

In 1997, Dr. Goldberg left MSDE to become an independent educational consultant. Since then, she has divided her time between providing professional development in the areas of literacy learning and classroom assessment practice and rendering technical support to schools, districts, state educational agencies, test publishing companies, government and non-profit education-oriented organizations. She has engaged in a wide array of activities such as helping to establish programs of writing instruction and formative writing assessment in various school districts nationwide; designing and developing assessments of the fine arts; helping to develop online technology assessments for teachers and administrators and performance tasks addressing teacher technology standards for use in pre-service courses; and conducting expert external reviews of new and operational assessment systems. Among her experiences in the assessment of students with disabilities and English language learners are serving as test development lead for an innovative and fully accessible standards-based assessment in core content areas for students with significant cognitive disabilities; designing and implementing a study that led to refinements in the scoring of the speaking component of the English Language Development Assessment (ELDA) for students with limited English proficiency; and writing the prompts for, and contributing to the design of, a prototype for a technology-enhanced assessment of

speaking proficiency for adult English learners that involves multi-level tasks to accommodate a range in proficiency.

Dr. Goldberg's most recent research interests include literacy learning, the persistent "gender gap" in the performance of boys as readers and writers, and the degree to which particular instructional strategies endure in the face of changes in assessment policy and practice. She has published on a variety of topics including assessment of reading and writing; scoring issues; item, prompt, and performance task development; the impact of teachers' scoring experience on instruction and classroom assessment; multiple measure items; and gender and literacy learning.

Edward Kifer

Edward Kifer is professor emeritus at the University of Kentucky. He has been involved with three major initiatives. He was the chairperson of the International Technical Committee for the International Association for the Evaluation of Educational Achievement (IEA) Second International Mathematics study (SIMS). In addition, he was a member of the U.S. national and the IEA international planning groups. SIMS remains the first and only large scale international study that included both a pretest and posttest so it was possible to look both at the status of achievement and the growth in achievement.

Professor Kifer was also a member of both the technical and 8th grade mathematics panels of President Clinton's education standards initiative. The technical panel dealt with a number of tricky technical issues including how to produce comparable results over time and, at the same time, release complete tests and results of each testing period.

Professor Kifer was one of the five members of the committee which planned the Commonwealth of Kentucky assessment in the early 1990's. It was performance based and included constructed response items, performance events and portfolio assessment. It included a major emphasis on what was then called continuous assessment, one form of which is now called formative assessment. It was a "balanced" assessment before there was balanced assessment.

In addition to those activities Professor Kifer was an American Educational Research Association fellow at the National Center for Education Statistics, a Fulbright fellow in the Czech Republic and is now a member of the National Assessment of Educational Progress Design and Analysis committee.

Professor Kifer received his PhD from the University of Chicago and the Measurement, Evaluation, and Statistical analysis specialization.

James S. Liebman

James S. Liebman is the Simon H. Rifkind Professor of Law at Columbia Law School. He graduated with a B.A. from Yale in 1974 and a J.D. from Stanford in 1977. Jim served as law clerk to Judge Carl McGowan of the U.S. Court of Appeals for the District of Columbia Circuit from 1977 to 1978, and to Justice John Paul Stevens of the U.S. Supreme Court from 1978 to 1979. He was Assistant Counsel at the NAACP Legal Defense and Educational Fund from 1979 to 1985 and joined the Columbia law faculty in 1985 where he served as Vice Dean from 1991 to 1992.

From January 2006 to July 2009, he took a partial leave of absence from Columbia Law School to serve as Chief Accountability Officer at the New York City Department of Education. While there, Jim headed up the Division of Accountability and Achievement Resources, directed the City's summative assessment programs, led the design and implementation of the City's comprehensive new accountability, periodic assessment and data systems, and facilitated the establishment in each of the City's 1500 schools of inquiry teams for using data to improve student learning. In 2009, Jim and his team received the Government Technology Magazine and Digital Government Award for Overall Excellence in Technology for the City's new data system.

Jim is the author of many articles, papers, and speeches on the death penalty, habeas corpus and public education reform and is a recipient of the Law & Society Association Article Prize, the National Association of Criminal Defense lawyers Champion of Justice Award, a Soros Senior Justice Fellowship, and New York City's Overall Excellence in Technology Award.

Dr. M. Kevin Matter

Dr. Matter has focused on educational assessment, evaluation, and research since 1977. After graduation from Albion College in 1974, Dr. Matter entered the School Psychology doctoral program in the Educational Psychology Department at the University of Texas at Austin, receiving his doctorate in 1985. While completing his dissertation, he worked as Evaluator for the Systemwide Testing and High School Graduation Minimum Competency programs for the Austin (TX) Independent School District. In 1984, he began work with the Cherry Creek (CO) Schools, as Coordinator for their locally developed assessment. He served as the Director of the Assessment and Evaluation office for 13 years, retiring from the Cherry Creek Schools in June of 2010 after 26 years in the district. Dr. Matter now works as an independent consultant.

Dr. Matter has been active in national and state educational, quality, and psychology organizations for over 30 years, with memberships in the American Educational Research Association (AERA), National Council on Measurement in Education (NCME), American Society for Quality (ASQ), National Association of Test Directors (NATD), Association for Supervision and Curriculum Development (ASCD), Association of Colorado Educational Evaluators (ACEE), and National Association of School Psychologists (NASP). Dr. Matter served as the President of NATD in 1993-94, and on their Board of Directors from 1997-2000. He served as the Division H Program Chair for the 2000 AERA annual meeting. He has 28 authored or co-authored paper presentations at national meetings on topics of indicator systems, assessments, data use, growth analyses, and other assessment issues. While in the Cherry Creek Schools, he and his staff received 18 awards for outstanding publications from Division H (Research, Evaluation, and Assessment in Schools) of AERA.

Dr. Matter has served on a variety of advisory, planning, and review groups at the national and state levels. For the U.S. Department of Education, Dr. Matter has been a member of NCLB Standards and Assessment peer review teams for state assessment systems since 2005. He has been a part of review panels for Enhanced Assessment Instruments, Comprehensive Centers, Teacher Incentive Funds, and Investing in Innovation grant applications. At the state level, Dr. Matter served as member of a number of Colorado Department of Education groups, including the Longitudinal Assessment Technical Advisory Panel, the Writing Assessment Task Force, the Truancy Rules Committee, the Educational Data Advisory Committee, and the HR1/AYP Data Committee. Dr. Matter served as a member of the Growth Research Database Advisory Committee for the Northwest Evaluation Association (NWEA), and on the Denver Area Mobility Study Advisory Committee.

Kathleen Scalise

Kathleen Scalise received her Ph.D. in quantitative measurement at the University of California, Berkeley, in 2004. She is an assistant professor at the University of Oregon, in the Department of Educational Methodology, Policy and Leadership. Her main research areas are dynamically delivered content in e-learning, computer adaptive testing, item response models with innovative item types, and applications to equity studies. She recently served as a core member of the methodological group for the Assessment and Teaching of 21st Century Skills project created by Cisco, Intel and Microsoft; for the Oregon state task force writing legislation for virtual public schools; and as co-director of the UC Berkeley Evaluation and Assessment Research Center (BEAR). She also served with the Curriculum Frameworks and Instructional Resources Division of the California Department of Education, and holds teaching credentials for K-12 physical and life sciences. Her primary areas of work are in science and mathematics education.

Jose W. Stevenson

Dr. Jose W. Stevenson has worked in the fields of student assessment, research and program evaluation, and applications of technology as a professional at the local and state levels for over 25 years. He currently serves as the Director of Student Assessment and Program Evaluation at the Howard County (MD) Public Schools, where he supervises student assessment programs to comply with federal, state and local accountability mandates and research studies to evaluate the effectiveness of instructional programs. Responsibilities include designing, collecting, analyzing, and reporting data that can help monitor school and student academic progress, identify goals and actions, and support improvement plans.

Dr. Stevenson's expertise is a blend of teaching, technical and practical skills grounded in hands-on experience in the Maryland public schools of Montgomery County and Howard County. As a teacher of high school English language learners for several years early in his career, he gained invaluable experience on the challenges of teaching and assessing these students. This experience led to teaching a course as an adjunct at George Washington University in Washington D.C. on the theory and techniques for assessing English language learners in K-12. It also led to the design, development and implementation of a computer adaptive application to assess language competency of English language learners for English language instruction decisions. As a K-12 administrator in charge of coordinating and implementing locally and state-mandated assessments for most of his career, he became intensely involved at the state and local levels in designing appropriate assessments, tools and accommodations for students with disabilities. Some of the considerations and practices for the appropriate participation in general and alternate assessments for students with disabilities that he and special education professionals developed became a model for other districts in Maryland.

On the technical side, he has been intimately involved with the challenges of providing educators in the Montgomery County (1984-2006) and Howard County (2006 to present) with assessments and access to data and data systems that can help determine and understand the driving forces underlying student performance. In this regard, he has designed, developed and provided training and support for large-scale computerized adaptive testing programs in Maryland and Montgomery County. As Director of the Office of Information Technology in Howard County he supervised the development, implementation, and maintenance of technology systems that support student information management and instructional initiatives, data processing system, and student support plans. He also examined the

use of technologies through strategic planning so that they could be managed, supported, operated, and integrated in effective and appropriate ways in order to help produce actionable data targeted at school improvement.

Dr. Stevenson has published several articles that emphasize the connection between instruction and assessment technology, has presented scholarly papers at national, state and local audiences, and has taught related courses as an adjunct teacher at various universities in Maryland and Washington D.C. He has been a member of the Editorial Board of the *Journal of Educational Measurement: Issues and Practice*, a publication of the National Council on Measurement in Education. He has also provided expert advice as member of advisory panels to a number of organizations, including the American Council on Education, the Educational Testing Service, the Maryland State Department of Education, and the United States Department of Education.

Dr. Lihshing Leigh Wang

Dr. Lihshing Leigh Wang is an Associate Professor of Psychometrics and Quantitative Methodology and Director of Assessment and Evaluation Program in the Division of Educational Studies at University of Cincinnati. She received her PhD in Educational Psychology from University of Illinois at Urbana-Champaign and post-doctoral fellowship in Psychology at University of California at Los Angeles. She was Research Scientist at Center for Applied Linguistics in Washington, DC; Senior Research Scientist at American Institutes for Research in Palo Alto, California; Visiting Professor of Education and Applied Linguistics at University of California, Los Angeles; and Professor of Psychology at National Chung Cheng University in Taiwan. She was President of Chinese American Educational Research and Development Association. She is currently Program Co-chair of American Evaluation Association and Public and International Relations Committee Chair of American Psychological Association. Her research interests include large-scale assessment, psychometric modeling, personnel and program evaluation, and multilevel multivariate statistics. She has published over seventy scholarly articles and presented more than fifty papers at national and international conferences.