



## PUTTING THE PIECES TOGETHER

Taking Improved Teacher Evaluation to Scale

**Presenters**

(ALPHABETICAL ORDER)

### **Mark Atkinson**

#### **Founder & Chief Strategist, Teachscape**

Since founding Teachscape in 1999, Mark Atkinson has worked tirelessly to create an education company that is committed to improving the quality of instruction that U.S. children receive by improving the caliber of teaching they receive every day. Prior to Teachscape, Mark was a network news producer with extensive experience in reporting, producing and directing network news documentaries. He served as senior producer and manager of New Markets for CBS News Productions, where he developed new business opportunities focusing on multimedia production and the education market. He has directed and produced works with broadcast luminaries such as Mike Wallace and Peter Jennings, and has received numerous awards, including the Gold Baton, the highest honor of the Alfred I. duPont-Columbia University Awards for work associated with reporting the war in Bosnia; the Overseas Press Club Award; and an Emmy Award for reporting on the United Nations peacekeeping mission in Bosnia. Mark is a graduate of Yale University.

### **Hella Bel Hadj Amor**

#### **Director of Teacher Effectiveness Research and Evaluation, District of Columbia Public Schools**

Hella Bel Hadj Amor (Ph.D., NYU Wagner School of Public Service; M.A., NYU Economics; B.S., University of Paris-Applied Economics) serves as the District of Columbia Public Schools Director of Teacher Effectiveness Research and Evaluation. She leads the value-added initiative-the student achievement-based portion of the new teacher evaluation (IMPACT) and the evaluation of IMPACT, and she put in place the DCPS research and confidential data request process. She is an applied economist with expertise in using large, micro-level panel data sets. In her past experience as a research associate at the Institute for Education and Social Policy at New York University, Hella directed the mixed methods evaluation of a national early childhood literacy initiative. Past research examined the high school to college transition, black-white and gender gaps, immigrant students, the measurement of school performance and efficiency, intra-district resource allocation, and school/district size-location and cost relationships. Publications include Yearbooks of the American Education Finance Association and the Economics of Education Review.

### **Jean Clements**

#### **President, Hillsborough Classroom Teachers Association**

Jean Clements has been President of the Hillsborough Classroom Teachers Association for nine years, following 23 years teaching and working in various positions in Hillsborough County Public Schools. A member of the national AFT Program and Policy Council, Jean was an invited speaker at the 2009 Race to the Top press conference with President Obama and Secretary Duncan. She was deeply involved in the development of Hillsborough's application for the Bill and Melinda Gates Foundation's Empowering Effective Teachers grant, which was awarded late in 2009. She has served on panels for the Aspen Institute, Council of Great City Schools, American Federation of Teachers, and CEC's Council of Administrators of Special Education, among others. She was recently featured in Newsweek Magazine.

### **Wellyn Collins**

#### **Facilitator, Peer Assistance and Evaluation Program, Teacher Evaluation System, and Career in Teaching program, Cincinnati Public Schools**

Wellyn Collins is currently the facilitator of the Peer Assistance and Evaluation Program, Teacher Evaluation System, and Career in Teaching program. She is completing her second year in this lead teacher position. Wellyn is responsible for facilitating the work of the Teacher Evaluators and Consulting Teachers as well as the joint union and administrative panels connected to each program. Beginning in 1994 – 2000 Wellyn served as a social studies and elementary consulting teacher and facilitator of the Peer Assistance and Evaluation Program. Upon her return to the classroom as a social studies teacher, Wellyn served as Chair of the Social Studies Curriculum Council until she moved into her present position. Wellyn has been employed in the Cincinnati Public School district since 1983.



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### **Kate Dickson**

#### **Frameworks for Teaching (FFT)**

Dr. Kate Dickson is president of Leadership Matters Inc., and has been a driving force in Oregon's education community for over 30 years. Leadership Matters is an educational leadership consulting company that focuses on increasing teacher and administrator leadership and effectiveness. Leadership Matters is committed to enhancing the quality of education by increasing the capacity of educational communities to assure powerful teaching and learning that supports high achievement for every student. Her career experiences have included: Vice President for Education Policy---Chalkboard Project, Portland Oregon; Educational Consultant, Danielson Group; Deputy Superintendent of Public Instruction, Oregon Department of Education; Metro Educational Leadership Doctoral Program Coordinator and Adjunct Professor, University of Oregon, College of Education ; Assistant Executive Director, Confederation of Oregon School Administrators ; Assistant Superintendent, West Linn/Wilsonville School District, Oregon; and School Principal, curriculum resource and classroom teacher, Salem/Keizer School District, Oregon.

### **Shawn Edmondson**

#### **President & CEO, thereNow**

Shawn received his Ph.D. in Psychology from Utah State University's Research & Evaluation Methodology program. He served as the Principle Investigator on two grants from the US Department of Education's Institute of Education Sciences that funded the initial research and development of thereNow's technology. In 2005, he co-founded thereNow and since then has served as the company's President and CEO. thereNow is dedicated to developing technologies that enable classroom observation for the purposes of teacher preparation, teacher professional development, and education research. thereNow's technology has been deployed in hundreds of schools throughout the US and Europe and is currently being used in several large education research studies.

### **Ron Ferguson**

#### **Senior Lecturer in Education and Public Policy, Harvard University; Project Founder, The Tripod Project**

Ronald F. Ferguson, Senior Lecturer in Education and Public Policy at the Harvard Graduate School of Education and the Harvard Kennedy School, is also an economist and Senior Research Associate at the Malcolm Wiener Center for Social Policy. He has taught at Harvard since 1983, focusing on education and economic development. His research and writing for the past decade have focused on racial achievement gaps, appearing in a variety of publications. His most recent book is *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, published by Harvard Education Press. He is the creator of the Tripod Project for School Improvement and also the faculty co-chair and director of the Achievement Gap Initiative at Harvard University. Ferguson earned an undergraduate degree from Cornell University and PhD from MIT, both in economics. He is the father of two and very happily married to Helen Mont-Ferguson.

### **Beth Gleason**

#### **Research Scientist, Strategic Research and Analysis, Louisiana Department of Education**

Beth Gleason is a Research Scientist at the Louisiana State Department of Education. She works mainly on the State's value added initiative, which has been incorporated into new law, Act54. She has been working for the State for 2 years. She earned her Doctorate degree in School Psychology at LSU, under the supervision of Dr. George Noell. While at LSU she worked with Dr. Noell on the State's Teacher Preparation Program Value Added model, which is what led her to working for the State on the Teacher level value added initiative.



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### **Pam Grossman - The Protocol for Language Arts Teaching Observation (PLATO)**

#### **Professor of English Education, Stanford Education**

Pam Grossman is the Nomellini-Olivier Professor of Education at the Stanford University School of Education. She completed her undergraduate degree in English at Yale University and her PhD from Stanford University. Her research interests include teacher education and professional education more broadly, teacher knowledge, and the teaching of English in secondary schools. She has been engaged with a five year study of pathways into teaching in New York City schools, focusing on the features of preparation that affect student achievement. Building on this work, she has investigated the classroom practices of middle-school English teachers that are associated with student achievement. She is a member of the National Academy of Education and currently serves as the Faculty Director of the new Center to Support Excellence in Teaching (CSET). A former high school English teacher, Grossman also teaches the prospective English teachers in Stanford's teacher education program.

### **Bridget Hamre - The Classroom Assessment Scoring System (CLASS)**

#### **Associate Director, University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL)**

Bridget Hamre, Ph.D. is Associate Director of University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL). Dr. Hamre's areas of expertise include student-teacher relationships and classroom processes that promote positive academic and social development for young children and she has authored numerous peer-reviewed manuscripts on these topics. This work documents the ways in which early teacher-child relationships are predictive of later academic and social development and the ways in which exposure to high-quality classroom social and instructional interactions may help close the achievement gap for students at risk of school failure.

With Drs. Robert Pianta and Karen La Paro, Dr. Hamre authored an observational tool for classrooms called the Classroom Assessment Scoring System (CLASS). She leads efforts to use the CLASS as an assessment, accountability, and professional development tool in early childhood and other educational settings. She has recently worked with leaders in several states and the Office of Head Start to implement CLASS as a tool to enhance teacher-child interactions through accountability and professional development systems. Most recently, Dr. Hamre has engaged in the development and testing of interventions designed to improve the quality of teachers' interactions with students— including MyTeachingPartner and a 14-week course developed for early childhood teachers. Dr. Hamre received her bachelor's degree from the University of California, Berkeley and her master's and doctorate in clinical and school psychology from the University of Virginia.

### **Sara Heyburn**

#### **Policy Advisor, Race to the Top, Tennessee Department of Education**

Sara Heyburn joined the State of Tennessee as a K-12 policy advisor in July 2010 and works primarily on issues of teacher effectiveness related to the state's Race to the Top grant.

Dr. Heyburn began her work in education as a high school English teacher and cross-country coach in Nashville, TN. She also taught English and served as literacy lead at a large public high school in Louisville, KY. In 2007, she earned her National Board Certification in Adolescent English Language Arts. Dr. Heyburn has also worked as a curriculum writer, directed Vanderbilt's participation in the TEDS-M study of international teacher preparation, and consulted with several private foundations to facilitate public school partnerships. Before moving to the State, she worked for two years as a policy analyst alongside Dr. Matthew Springer at The National Center on Performance Incentives at Vanderbilt University. Her research and policy work focuses on teacher evaluation, compensation reform, and the use of research and data to drive instruction and reform in K-12 education. In May 2010 she earned an Ed.D. from Vanderbilt University's Peabody College. Dr. Heyburn also has a BA in English and a MAT, both from the University of Virginia.



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### **Heather Hill - The Mathematical Quality of Instruction (MQI)**

#### **Associate Professor, Harvard Graduate School of Education**

Heather C. Hill is an associate professor at the Harvard Graduate School of Education. Her primary work focuses on developing new measures of mathematics teacher and teaching quality, and using these measures to inform current policies and instructional improvement efforts. Over the period 2000-2010, she and colleagues developed an assessment of teachers' mathematical knowledge for teaching (MKT) as well as an observational instrument to evaluate the mathematical quality of instruction (MQI) within classrooms. She is codirector of the National Center for Teacher Effectiveness and also principal investigator of a five-year study examining the effects of Marilyn Burns Math Solutions professional development on teaching and learning. Her other interests include instructional improvement efforts in mathematics and the role that language plays in the implementation of public policy. She has served as section chairs for the American Educational Research Association and Society for Research on Educational Effectiveness conferences, and on the editorial boards of *Journal of Research in Mathematics Education* and the *American Educational Research Journal*. She is the coauthor, with David K. Cohen, of *Learning policy: When state education reform works* (Yale Press, 2001).

### **John Hussey**

#### **Chief Strategy Officer, Battelle for Kids**

In his role as Battelle for Kids' Chief Strategy Officer, John Hussey provides organizational and strategic oversight for Battelle for Kids and the organization's clients in the areas of innovation, technology, communications, development and strategic advancement. Most recently, John fostered Battelle for Kids' multi-year, systemic partnership with the Houston Independent School District (HISD), the seventh largest school district in America. Under John's leadership, Battelle for Kids provided strategic counsel around HISD's development and implementation of the ASPIRE educational-improvement and performance-management model, which produced record-breaking results in raising students' academic performance.

John previously supported Battelle for Kids' *SOAR* school improvement collaborative, which grew from 42 school districts in 2002 to nearly 100 school districts today. This statewide pilot was designed to introduce value-added analysis to participating Ohio school districts and demonstrate how progress information can improve teachers' and schools' impact on student learning. *SOAR* now serves one of the country's largest value-added initiatives and is a centerpiece of successful education reform on behalf of students. John also oversaw the development of Battelle for Kids' *Value-Added Toolkit for School Leaders*, a multi-media resource used statewide in Ohio and Pennsylvania to train educators to use SAS® EVAAS® reporting for school improvement. He also led the development of a teacher-to-student linkage system, which evolved into the patent-pending BFK•Link™ solution, that collects the data necessary to produce teacher-level value-added reports designed to inform instruction and recognize teaching excellence. Prior to joining Battelle for Kids, John enjoyed a 30-year career in education and technology. He previously served as the regional manager for SchoolNet, Inc., helping create Web-based products to help teachers access student data and curricular standards via the Internet for use in instructional planning. He was also a middle school science teacher and technology coordinator in several Ohio school districts.

### **Julia Indalecio**

#### **Teacher Programs Manager, Department of Human Resources, Cincinnati Public Schools**

Julia Indalecio is the Cincinnati Public Schools Teacher Programs Manager in the Department of Human Resources. As part of her work, Julia oversees the administration of the evaluation of all of the 2,300+ teachers in Cincinnati Public Schools. Julia also serves as the co-facilitator for both the Peer Assistance and Evaluation Program and the Career in Teaching Program. She has been employed with Cincinnati Public for 23 years as a teacher, teacher leader and administrator. Julia is National Board Certified in SS-History/AYA (1999, 2009) and is certified as a Professional in Human Resources (PHR).



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### Brad Jupp

Senior Program Advisor for Teacher Quality Initiatives,  
U.S. Department of Education

Brad Jupp is a Senior Program Advisor in the Office of Secretary of Education Arne Duncan. He is on loan to the Secretary's Team from the Denver Public Schools (DPS) where for the past 24 years he has been a teacher, union leader and senior administrator. His most recent assignment was Senior Academic Policy Advisor to Superintendent Michael Bennet. In that role he shaped district direction in a wide range of fields, including individual, school and performance management and accountability; school choice, new school development and school portfolio management; and the management of educator human capital. Prior to that assignment, Jupp spent 19 years as a middle school language arts teacher, and an activist in DPS's teacher union, the Denver Classroom Teachers Association (DCTA). From 1999 to 2005 he led the joint district/union effort to develop and implement the Professional Compensation System for Teachers, ProComp. ProComp is a nationally recognized, path-clearing effort to reform the way teachers are paid, so their annual and career earnings are based, in part, on the academic performance of the students they teach. In his most recent classroom work Jupp held his dream job as lead teacher of the DPS Alternative Middle School. There he taught at risk sixth, seventh and eighth graders. From 1990 to 2002 he served the chief negotiator for the DCTA's bargaining team.

### Jason Kamras

Chief, Office of Human Capital, District of Columbia Public Schools

Jason Kamras currently serves as the Chief of Human Capital for the District of Columbia Public Schools (DCPS). In this role, he leads the district's efforts to ensure that its teachers, school leaders, and central office staff members are the most effective in the nation. Prior to this appointment, Mr. Kamras served as the Director of Teacher Human Capital for DCPS. In this position, he led the development of the IMPACT performance management system as well as the IMPACT<sup>plus</sup> performance-based compensation system. He also helped negotiate the district's groundbreaking contract with the Washington Teachers' Union. Before joining the central office, Mr. Kamras taught mathematics for eight years at John Philip Sousa Middle School in DCPS. Mr. Kamras began teaching in 1996 as a member of Teach For America and was named National Teacher of the Year by President Bush in 2005. Mr. Kamras holds a bachelor's degree in public policy from Princeton University and a master's degree in education from the Harvard Graduate School of Education.

### Thomas Kane

Professor of Education and Economics, Harvard University  
Deputy Director of Education-US Program, Bill & Melinda Gates Foundation

Thomas Kane is Professor of Education and Economics at the Harvard Graduate School of Education, faculty director of the Center for Education Policy Research, and Deputy Director within the U.S. education team at the Bill & Melinda Gates Foundation. His work has influenced how we think about a range of education policies: test score volatility and the design of school accountability systems, teacher recruitment and retention, financial aid for college, race-conscious college admissions and the economic payoff of a community college education. From 1995 to 1996, Kane served as the senior staff economist for labor, education, and welfare policy issues within President Clinton's Council of Economic Advisers. From 1991 through 2000, he was a faculty member at the Kennedy School of Government. Kane has also been a professor of public policy at UCLA and has held visiting fellowships at the Brookings Institution and the Hoover Institution at Stanford University.





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### Denis Newman

#### President, Empirical Education Inc.

Denis Newman is the president and founder of Empirical Education Inc., which has pursued a mission of helping educators make evidence-based decisions. Over the last eight years, Empirical has worked with school systems to conduct over 20 randomized experiments and numerous other evaluations of instructional and professional development programs. Newman has 35 years of experience studying student-teacher learning processes and developing instructional technologies. His Ph.D. is in Developmental Psychology from the City University of New York. He has conducted research and development at Rockefeller University, UC San Diego, Bank Street College of Education, and BBN Corporation. As a pioneer in the application of Internet technologies for student learning, professional development, and school administration, he is widely published and has served as program chair for the American Educational Research Association's Curriculum and Learning Division. His business career has included senior positions at educational software companies Tegrity and Soliloquy Learning.

### David Osborne

#### NYC Director, Measures of Effective Teaching (MET) Project

David Osborne is the NYC Director of the Gates Foundations' Measures of Effective Teaching (MET) Project. David serves as a liaison between project partners (Gates, NYC DOE, UFT) and schools; he also oversees all project data collection in the district. Prior to working on the MET Project, David managed the NYC School Survey project for the NYC Department of Education. David's background is in political campaigns and community outreach.

### Catherine McClellan

#### Educational Testing Services (ETS)

Dr. Catherine McClellan is the director of Human Constructed Response Scoring in the Research Applications Development area at ETS. She received her Ph.D. in Research and Evaluation Methodology in 1998; her M.Ed. in Secondary Mathematics Education; and her B.Sc. in Pure Mathematics in 1988--all from the University of Florida. Working collaboratively with staff within R&D and other areas across ETS, Dr. McClellan directs and/or coordinates R&D activities associated with the development and rollout of Standard Operating Procedures (SOPs) and quality standards for the design and conduct of constructed response scoring efforts at ETS; the monitoring and reporting of program compliance with these SOPs; and the design, development, testing, and rollout of a redesigned architecture for managing computer-based and paper-based human constructed-response scoring. Dr. McClellan's research interests include modeling the psychometric effects of using human raters to score examinee responses to performance assessment items; optimal designs for the scoring of constructed-response items; and the development of statistics to monitor the quality and efficiency of constructed-response item scoring.

### David Steele

#### Chief Information and Technology Officer, Hillsborough Public Schools

David J. Steele, Ph.D., is the Chief Information and Technology Officer and Project Director for Empowering Effective Teachers for Hillsborough County Schools. Dr. Steele earned a Bachelor of Arts at the University of Florida, Master of Education at Harvard, and Ph.D. at the University of South Florida. He previously served the district as a teacher, assistant principal, International Baccalaureate coordinator, high school principal, and General Director for Secondary Education.