



**ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS**

**VI. “MULTIPLE MEASURES OF TEACHER PERFORMANCE:
WHAT DOES IT MEAN? HOW IS IT IMPLEMENTED?”**

**AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,
POLICY EXPERTS, AND SUPERINTENDENTS**

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BIOS

Andres Alonso

On July 1, 2007, Andres Alonso was named CEO of Baltimore City Public Schools (City Schools). In the first two years of his tenure, Baltimore City students reached their highest outcomes in state exams, across all categories of students. After elementary students made Adequate Yearly Progress across all No Child Left Behind subgroups for two consecutive years, City Schools exited “Corrective Action” status. In his reform agenda, Alonso moved resources and autonomy to principals and school community leaders, while streamlining central office to provide guidance, support and accountability for schools. He also implemented an ambitious program to create 24 new secondary schools over four years, expanded alternative options and closed low performing schools, while focusing on increased student support. Under his leadership, City Schools aggressively enlarged the role of parents in the school decision-making process. Among many other awards, in 2008 he was granted the “Audacious Individual Award” by the Open Society Institute Baltimore, and named “Innovator of the Year” by The Daily Record. In 2009 he was named “School Superintendent of the Year” by the Fullwood Foundation, and recognized as a “Hispanic Hero Award” winner by U.S. Hispanic Youth Entrepreneur Education. Alonso was named as the third recipient of the “Howard Pete Rawlings Courage in Public Service Award” by the Greater Baltimore Committee. From 1987 to 1998, Alonso taught emotionally disturbed special education adolescents and English language learners in Newark. He later worked at the New York City Department of Education, first as Chief of Staff and then as Deputy Chancellor for Teaching and Learning, working closely with the Chancellor in planning and implementing the reform of the largest educational system in the nation. Alonso emigrated to the United States from Cuba at age 12, attended public schools in New Jersey, graduated Magna Cum Laude and Phi Beta Kappa from Columbia University, went on to earn a J.D. from Harvard Law School and practiced law in New York City.

Linda Darling Hammond

Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University where she has launched the Stanford Educational Leadership Institute and the School Redesign Network. She has also served as faculty sponsor for the Stanford Teacher Education Program. She is a former president of the American Educational Research Association and a member of the National Academy of Education. Her research, teaching, and policy work focus on issues of school restructuring, teacher quality and educational equity. From 1994-2001, she served as executive director of the National Commission on Teaching and America’s Future, a blue-ribbon panel whose 1996 report, *What Matters Most: Teaching for America’s Future*, led to sweeping policy changes affecting teaching and teacher education. In 2006, it was named one of the most influential reports affecting U.S. education, and Darling-Hammond was named one of the nation’s ten most influential people affecting educational policy over the last decade and is the author or co-author of more than 300 publications. Darling Hammond sits on the Board of Directors of the Albert Shanker Institute.

Eric Hirsch

Eric Hirsch is the Chief External Affairs Officer for the New Teacher Center, a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. Hirsch has served as Executive Director of the Center for Teaching Quality, Executive Director of the Colorado-focused Alliance for Quality Teaching, and as Education Program Manager at the National Conference of State Legislatures. His work is largely focused on better understanding and improving teaching and learning conditions and new teacher support. He has lead 30 statewide and district teaching conditions initiatives over the past 7 years, collecting over 400,000 educator surveys and providing over 10,000 school reports across 15 states. Hirsch has written extensively on the status and importance of teaching conditions to teacher retention and student learning. He has worked with and testified to legislatures and policymakers in 35 states, authored more than 50 articles, reports, book chapters and policy briefs, and presented at numerous conferences about issues of teaching quality. Hirsch received his teacher certification in Massachusetts and his M.A. from the University of Colorado.

Clifford Janey

Clifford Janey was appointed as the fourteenth superintendent of New Jersey's largest school district in July 2008. Previously, he served as the Superintendent of Schools and the Chief State Officer in the District of Columbia from 2004 to 2007. During his tenure in Washington, DC, he successfully pioneered national reforms for the 78,000 students enrolled in public education, including charter schools. In short measure, the District of Columbia Public Schools reversed the negative trend line of student performance on the National Assessment of Educational Progress and Advanced Placement Tests. Given his diverse experiences involving a variety of leadership and management positions in the public and private sector, Janey has a unique understanding of organizing systems and preparing people to perform at high levels. His own preparation includes a Bachelor's degree in Sociology and Master's degree in Reading and Elementary Education from New York University, and a Doctorate in Educational Leadership and Policy with a minor in Health Policy and Administration from the Boston University School of Management. Janey also earned a certificate in labor relations from Cornell University and served on numerous national, state and local boards, including the New Commission on the Skills of the American Workforce, which produced "Tough Times or Tough Choices." Janey is a member of the Albert Shanker Institute Board of Directors.

Eugenia Kemble

Eugenia Kemble is Executive Director of the Albert Shanker Institute, a non-profit organization endowed by the American Federation of Teachers (AFT) and dedicated to publishing reports and fostering candid exchange on education, labor, and democracy issues. Its newly launched *Shankerblog* has become central to these efforts. Beginning as a reporter for the newspaper of the United Federation of Teachers, Kemble moved to the AFT as special assistant to Albert Shanker in 1974. While in this position she obtained funding to create the union's main professional development effort, the Education Research and Dissemination Program (ER&D) and to start the AFT's professional magazine, *The American Educator*, both of which she managed for a number of years. She also revamped the AFT's annual Quality Educational Standards in Teaching (QuEST) conference and helped Mr. Shanker spearhead the creation of the union's Educational Issues, Research and International Affairs Departments. In 1983, Kemble was named as the AFL-CIO's representative to the Democracy Program, a coalition effort including the Republican Party, Democratic Party, U.S. Chambers of Commerce, and AFL-CIO, that recommended the establishment of the National Endowment for Democracy, a non-profit, Congressionally-funded organization that supports the development of unions, chambers of commerce, political parties, and civil society organizations around the world. In 1984 she was named the Executive Director of the AFL-CIO's Free Trade Union Institute, which supported union efforts involved in democracy building. Returning to the AFT in 1989, she directed and helped to expand the AFT's Educational Issues Department.

Robert Linn

Robert Linn is Distinguished Professor Emeritus of Education at the University of Colorado at Boulder and Co-Director of the National Center for Research on Evaluation, Standards, and Student Testing. He is a member of the National Academy of Education. Linn has published over 250 journal articles and chapters in books dealing with a wide range of theoretical and applied issues in educational measurement and has received several awards for his contributions to the field, including the ETS Award for Distinguished Service to Measurement, the E.L. Thorndike Award, the E.F. Lindquist Award, the National Council on Measurement in Education (NCME) Career Award, and the American Educational Research Association (AERA) Award for Distinguished Contributions to Educational Research. He is a past editor of the Journal of Educational Measurement, and of the third edition of Educational Measurement, a handbook sponsored by NCME and the American Council on Education. He served as chairperson of the National Research Council's (NRC) Committee on Testing and Assessment. He is a past president of the Division of Evaluation and Measurement of the American Psychological Association and past vice president of AERA for the Division of Measurement and Research Methodology, and is a past president of AERA and of NCME.

Daniel Montgomery

Daniel Montgomery was elected to a three-year term as president of the 103,000-member Illinois Federation of Teachers at the union's 2010 Convention. A veteran educator and union activist, Montgomery has been an IFT member since 1993. He served as head of the 1,700-member North Suburban Teachers Union, Local 1274, for nearly 10 years and was a vice president on the IFT Executive Board from 2002 until his election to the IFT presidency. As a board member, he chaired numerous Executive Board committees, including the Personnel, Negotiations and Locals Committees and was a member of the board's 12-member Executive Committee. He also served as chair of the union's PreK-12 Constituency Council and the 2009 IFT President's Conference Planning Committee. Montgomery has been active at the national level, as well. Since 2004, he has been the co-chair of the American Federation of Teachers K-12 Program and Policy Council. Montgomery taught English for 18 years at Niles North High School in Skokie, Illinois. He also taught in the City Colleges of Chicago and at Northwestern University. His teaching expertise has earned him a place as a member on the board of directors of the National Board for Professional Teaching Standards.

Raymond Pecheone

Raymond Pecheone is the Executive Director of the Stanford Center for Assessment Learning and Equity (SCALE), a center launched in 2009 that focuses on the development of pre-service and teacher evaluation performance assessments for teachers and administrators at the school, district and state levels; and the development of a performance-based system for student assessment to support the development of the next generation of formative and summative assessments at the district, state, and federal level. Pecheone has held a variety of leadership roles in the Connecticut State Department of Education in Curriculum, Research, Testing, and Assessment. As Bureau Chief, he has overseen the development and implementation of curriculum frameworks; the development of high stakes state student assessments; teacher and administrator performance based licensure assessments as well as developing programs to support teacher induction and evaluation. Pecheone co-founded the Interstate Teacher Assessment and Support Consortium (INTASC), which is housed at the Council of Chief State School Officers (CCSSO).

Additionally, Pecheone co-developed one of the first performance assessments for principal licensure, the Connecticut Administrator Test (CAT) and co-Directed with the University of Pittsburgh the first Assessment Development Laboratory (ADL) to develop assessments for the National Board for Professional Teacher Standards (NBPTS). This work pioneered the development of portfolio and assessment center activities as the basis for National Board certification. As part of a sabbatical at Teachers College Columbia, he directed the redesign of the New York student assessment system including the Regents examination. Pecheone's teacher induction and teacher assessment program, the Beginning Educator Support and Training Program (BEST) received an award of excellence for educational innovations by the Education Commission of the States (ECS). In addition, Pecheone consulted with the Educational Testing Service to design and create The School Leaders Licensure Assessment (SLLA) which was constructed to provide a reliable, fair and valid assessment to measure the knowledge and skills of principal's and other school leaders.

Marcia Reback

Marcia Reback is President of the Rhode Island Federation of Teachers and Health Professionals. She taught for 29 years in Providence public schools at the elementary level and was president of the Providence Teachers Union for 19 years. Her teaching fields were reading and science, and she also served as a social studies curriculum specialist for grades four through six. Her professional and community service includes developing state policies on teacher preparation and recruitment, certification and professional development in collaboration with the state commissioner of education, and serving as an executive board/executive committee member of the Rhode Island AFL-CIO. Reback serves on the AFT Teachers program and policy council and the AFT advisory committee on state federations. She led the AFT's task forces on special education, reading and early childhood. She was instrumental in developing Rhode Island's winning application for a Race to the Top grant from the U.S. Department of Education and a \$5 million competitive Investing in Innovation (i3) grant to implement bold and comprehensive teacher development and evaluation systems in Rhode Island—systems for which Reback helped lay the groundwork. Last year, the AFT recognized her significant contributions at the national and state levels by naming her the Rollie Hopgood award winner for distinguished service. Reback also serves as a member of the Rhode Island State Investment Commission and the Rhode Island Policy Consortium for Education and chairs the Rhode Island Certification Policy Advisory Board. She is a board member of Working Rhode Island, a consortium of all labor unions in the state. Reback is assistant treasurer for the Rhode Island Democratic Party.

Randi Weingarten

In July 2008, Randi Weingarten was elected president of the American Federation of Teachers (AFT), which represents more than 1.4 million member teachers, paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; and local, state and federal employees. Prior to becoming AFT president, Weingarten served for more than ten years as president of the AFT's largest affiliate, the United Federation of Teachers (UFT). The UFT represents 110,000 non-supervisory educators in the New York City public school system, as well as home child care providers and other workers in health, law and education. Weingarten sees her role as an advocate for students as well as union members. She has built a reputation as a leader in school reform who is willing to take risks and break new ground on behalf of improved schools as well as for hospitals and public institutions for children, families, and their communities. A teacher of history and civics at Clara Barton High School in Brooklyn's Crown Heights from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues. She holds degrees from Cornell University School of Industrial Relations and the Cardozo School of Law. Weingarten is the President of the Albert Shanker Institute and is a member of the Democratic National Committee and numerous professional, civic, and philanthropic organizations.