



**ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS**

DOING ASSESSMENT RIGHT

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,
POLICY EXPERTS, AND SUPERINTENDENTS
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BIOS OF PRESENTERS

Leo Casey

Leo Casey is the Executive Director of the Albert Shanker Institute. Before he assumed his current position, Casey served as Vice President for Academic High Schools for the United Federation of Teachers, New York City's 200,000-person-strong teacher union. Casey led the design team for the UFT's Secondary Charter School, as well as the union's work with charter schools, including charter organizing. Casey began his teaching career in 1984 at Clara Barton High School, where he taught classes in Civics, American History, African-American Studies, Ethical Issues in Medicine and Political Science for fifteen years. Casey has won several awards for his teaching, including Social Studies Teacher of the Year for the *American Teacher Awards* in 1992. Casey served as UFT Chapter Leader at Clara Barton for ten years and has a long history of union involvement, including work as a United Farm Worker's organizer and as a participant in the first unionization drive of graduate teaching assistants in Canada. Casey has served as Vice President of the Graduate Student Union at the University of Toronto and on the executive board of the Ontario Federation of Students. Casey has written extensively on civics, education, unionism and politics. He is the son of two New York City public school teachers and attended Antioch College, the University of Dar Es Salaam in Tanzania and the University of Toronto, where he earned a Ph.D. in Political Philosophy.

David K. Cohen

David Cohen is John Dewey collegiate professor of education and professor of public policy at the University of Michigan. His research interests focus on education policy, the influence of policy on instruction, and the nature of teaching practice. His past work includes studies of the effects of schooling, school and teaching reform, evaluations of education experiments and intervention programs, and examinations of the relationship between research and policy. Cohen also has been consultant to the general counsel of the NAACP on schools and race (1964-66); director, Race and Education Project, U.S. Commission on Civil Rights (1966-67); professor of education and social policy, Harvard Graduate School of Education (1971-86); and president, The Huron Institute (1971-86). He is an expert on merit pay for teachers, both public and private school choice, and the relationship of student curriculum to teacher professional development.

Ann Cook

Ann Cook is the executive director of the New York Performance Standards Consortium, a coalition of 28 New York State public high schools that has developed and implemented a performance-based system of assessment in lieu of high stakes testing. Ms Cook is co-founder of Urban Academy Laboratory High School, the award-winning anchor school located in the Julia Richman Education Complex in New York City. She has taught students from K-12 as well as at Sarah Lawrence College and at City University of New York. She writes and speaks on educational reform and is the author of three series of children's books as well as serving as the editor of *Teacher to Teacher Publications*, distributed by Teachers College Press. She is the parent of three children who graduated from New York City public schools.

Daniel Koretz

Daniel Koretz is the Henry Lee Shattuck Professor of Education at the Harvard Graduate School of Education. His research focuses on educational assessment and policy. A primary emphasis in his work has been the effects of high-stakes testing, including effects on educational practice and the validity of score gains. His research has also included studies of the assessment of students with disabilities, international differences in the variability of student performance, alternatives to traditional college-admissions testing, and the application of value-added models to educational achievement. His current work focuses on the design and evaluation of test-focused educational accountability systems. Dr. Koretz is a member of the National Academy of Education and a Fellow of the American Educational Research Association. Before obtaining his degree, Dr. Koretz taught emotionally disturbed students in public elementary and junior high schools in Parkrose, Oregon.

Valencia Mayfield

Valencia Mayfield began her career as a middle school science teacher, a district mentor teacher and science department chairperson. She then served as a high school assistant principal and as an elementary and middle school principal. During her tenure in ABC Unified School District her K-12 experience has allowed her to serve at schools with the largest minority student population where over 40% of students qualify for free and reduce lunch; as well as at affluent schools with high academic performance status. Mayfield was promoted to Assistant Superintendent of Academic Services, where she is responsible for the oversight of curriculum and professional development, information technology, special education, child development and categorical programs. She leads the implementation of the Common Core State Standards which encourage innovative practices and the infusion of technology as an instructional strategy. She administers the District's Local Education Plan and provides leadership for district administrators, principals and co-administrators, pre-school through high school, general and special education teachers, instructional leaders, and support staff. Mayfield holds a BS and Teaching Credential in Biology and an MA and Administrators Credential in Education from the University of LaVerne.

Richard Saldana

After earning his bachelors and masters degrees, Rich Saldana has spent 15 of his 18 year career in education teaching science, English and Social Science at Artesia High School. For five of those years, he was also the School Improvement Coordinator and State Compensatory Education Coordinator in charge of testing, back-to-school nights, parent meetings, professional development, career day and WASC Accreditation. For the past seven years, Saldana has served as coordinator of ABCUSD's Peer Assistance and Support System (PASS) and a Support Provider for the Beginning Teacher Support and Assessment (BTSA) Program. He has also been a site representative for the ABC Federation of Teachers (ABCFT) and an AFT Educational Research & Dissemination Trainer, providing teachers with effective research-based instructional strategies. Most recently while serving on the ABCFT Executive Board, he has coordinated the work of the ABC Federation of Teacher's Innovation Fund and Partnership Administration Labor (PAL) Council, overseeing the publishing of the *ABCs of Partnership Handbook* that describes the labor-management partnership that exists in ABCUSD.

William H. Schmidt

Bill Schmidt is university distinguished professor at Michigan State University (MSU), co-director of its Education Policy Center, co-director of its US-China Center for Research, co-director of the NSF PROM/SE project, and the director or former director of the centers overseeing U.S. participation in the Third International Mathematics and Science Study (TIMSS) and its follow-on studies. A past chairman of the Department of Educational Psychology and former acting dean for planning and evaluation in MSU's College of Education, he was also head of the Office of Policy Studies and Program Assessment for the National Science Foundation. The author and co-author of numerous articles, chapters, papers and books, including *Why Schools Matter*, Schmidt's current writing and research focuses on issues of

academic content in K-12 schooling, assessment theory, and the effects of curriculum on academic achievement. He also studies educational policy related to mathematics and science, and testing in general.

Laura McGiffert Slover

As senior vice president, Laura Slover has senior responsibility for leading the unit at Achieve that is tasked with overseeing the design, development and implementation of the next generation assessment system developed by the Partnership for the Assessment of Readiness for College and Careers (PARCC), a consortium of states that received a Race to the Top assessment award. She began her career as a high school English language arts teacher in Eagle County, Colorado, where she was involved in the district's early efforts to develop standards and benchmark assessments. She also taught writing and composition at Colorado Mountain College. Since she joined Achieve in 1998, she has held a number of positions, most recently Vice President for Content and Policy Research. In that role, she led Achieve's work in the area of standards and assessments, including its efforts on the development of Common Core State Standards and the launch and oversight of the 15 state American Diploma Project (ADP) Assessment Consortium, one of two existing multistate assessment partnerships. She provided senior leadership for Achieve's benchmarking and alignment initiatives in English, mathematics and science; its international benchmarking analyses; and its overall research agenda and technical assistance to states. Slover earned a bachelor's degree from Harvard University; a master's in education curriculum and instruction from the University of Colorado at Boulder; and a master's in education policy from Georgetown University. She currently serves as President of the DC State Board of Education.

Claire Sylvan

Claire E. Sylvan is the founding Executive Director of Internationals Network for Public Schools and a nationally recognized expert and practitioner in school reform and the education of immigrants and English language learners. As Internationals Network's ED, Sylvan's efforts focus on organizational strategy, core values, partnerships, policy and advocacy and fundraising. Prior to founding Internationals Network, she worked in diverse roles and settings spanning public secondary education, teacher education and community/workplace organizing. She provided guidance on broad school reform initiatives, participating on local, state and national advisory boards, commissions and task forces providing leadership on topics including the development of state standards for English language learners, the benefits and challenges of NCLB for English learners and the opening of new small schools. Sylvan has developed innovative programs and practices for diverse populations of new learners of English in various New York City public schools, led the Internationals Schools Partnership and piloted the groundbreaking Early College Program at The International High School at LaGuardia Community College. She has published articles on the cross-section of educational reform and language development programs for immigrants and their children and has written on how performance assessments support English language learners. Sylvan received masters and doctoral degrees from Teachers College, Columbia University.

Randi Weingarten

Randi Weingarten, elected president of the American Federation of Teachers in 2008, has been president of the United Federation of Teachers (UFT), which represents more than 140,000 active and retired educators in the New York City public school system, since 1998. She is also a board member of New York State United Teachers (NYSUT) and a member of the AFT Executive Committee. A vice president of the New York City Central Labor Council of the AFL-CIO, she heads the city Municipal Labor Committee, an umbrella organization for some 100 city employee unions. Weingarten serves on a number of boards, including the New York Committee on Occupational Safety and Health (NYCOSH); the Anti-Defamation League, New York Region; the United Way of Greater New York; The International Rescue Committee; and the newly formed Math for America. She is also on the advisory boards of Operation Public Education at the University of Pennsylvania and the Haan Foundation for Children.