



ALBERT SHANKER INSTITUTE  
THE GOOD SCHOOLS SEMINARS

V. *"PUSHING THE TEACHER EVALUATION ENVELOPE:  
DESIGNING THE MOST VALID AND RELIABLE SYSTEMS POSSIBLE"*

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,  
POLICY EXPERTS, AND SUPERINTENDENTS  
April 27-28, 2010

PRESENTERS' BIOS

**Barnett Berry**

Barnett Berry is President and CEO of the Center for Teaching Quality, Inc., based in Hillsborough, North Carolina. A former high school teacher, Barnett leads this research-based advocacy organization which is dedicated to creating a 21st century teaching profession. In 2003, he created the Teacher Leaders Network -- a virtual community designed to elevate the voices of expert teachers on matters of education policy that impact their profession and the students they serve. Barnett also has worked as a social scientist at the RAND Corporation, served as a senior executive with the South Carolina State Department of Education, and directed an education policy center while he was a professor at the University of South Carolina. Barnett has authored numerous academic reports and publications and many articles for the popular education press. He frequently serves in an advisory capacity to organizations committed to teaching quality, equity and social justice in America's schools. Currently, he advises the National Council of Accreditation of Teacher Education's Blue Ribbon Panel, the Education Testing Service and its *Teacher Leadership Initiative*, the Urban Teacher Residencies United, the NEA Foundation's *Closing the Achievement Gaps Initiative*, the Ford Foundation and its teacher retention project, and the Rose Community Foundation and its initiative around the strategic management of human capital.

**Jean Clements**

Jean Clements has served as President of the Hillsborough County Teachers Association for over seven years. Hillsborough County Public Schools (HCPS) is the eighth largest school district in the United States, with about 191,000 students and over 200 school sites. Clements began her education career as a high school teacher of children with learning disabilities in the HCPS system. She subsequently worked in various positions, including a number of years on the district's supervisory staff for the learning disabilities program; as a high school special education department chair and specialist coordinating all programs for children with special needs; and a district-wide exceptional education specialist assisting secondary schools with all exceptional education programs. Since becoming a local union president, she has served on several state and national teachers union and education committees and task forces, including the governance board of the Florida Education Association. She is also a member of the AFT's PreK-12 Program and Policy Council, and represented AFT as a speaker at the Race to the Top press conference held by President Obama and Secretary Arne Duncan last summer in Washington, DC.

**Drew H. Gitomer**

Drew H. Gitomer is an Educational Testing Service (ETS) Distinguished Researcher. His research interests include policy and evaluation issues related to teacher education, licensure, induction and professional development. His studies have focused on enhancing the validity base for *Praxis*<sup>TM</sup> teacher licensure examinations and *National Board for Professional Teaching Standards*<sup>®</sup> assessments for the advanced certification of teachers. Gitomer has been associated with ETS for many years and was Senior Vice President for Research & Development at ETS from 1999 to 2004. He is co-editor of *Educational Evaluation and Policy Analysis*. Gitomer's research has also focused on the design of assessments, particularly those that support improvement of instruction. He is currently co-directing the Cognitively Based Assessments for Learning Project

(CBAL), an effort designed to transform current K-12 assessment practices. Gitomer earned a Ph.D. in cognitive psychology from the University of Pittsburgh.

### **Margaret Goertz**

Margaret “Peg” Goertz is a professor of education policy in the Graduate School of Education at the University of Pennsylvania and a co-director of the Consortium for Policy Research in Education, where she specializes in the study of state and federal education finance and governance policy. Goertz has conducted extensive research on state education reform policies, state teacher policies, and state and federal programs for special-needs students. Her current research activities look at the impact of standards-based reform in elementary and high schools, the implementation of the No Child Left Behind Act of 2001 (NCLB), and the interface between NCLB and state accountability policies. She also studies how school districts and schools allocate resources in support of standards-based reform. Prior to joining the University of Pennsylvania faculty, Goertz taught at the Bloustein School of Planning and Public Policy at Rutgers University and was a senior research scientist and executive director of the Education Policy Research Division of Educational Testing Service. She has also taught at Princeton University and the College of New Jersey. Goertz has spoken and published extensively in the areas of state education reform. She has co-authored or co-edited three books on school finance.

### **Steve Herzog**

Dr. Steve Herzog was named as Douglas County School District’s Interim Superintendent by the Board of Education on September 15, 2009. He will serve until the recently named Superintendent assumes the post. Douglas County is Colorado’s third largest school district, serving over 56,000 students. The Superintendent’s responsibility is to ensure the accomplishment of the Board of Education’s vision, and its goals for the District. Herzog has 30 years of experience in education, half of those years in Douglas County. His career began as an elementary teacher of moderate-needs special education students in Wisconsin. He then worked at the high school level with severe-needs special education students. He has 12 years experience as a principal in both Arizona and Colorado, and served as a principal at two Douglas County Schools – Castle Rock Elementary and Meadow View Elementary. Additionally, Herzog has been a Director in Human Resources for the Douglas County District, including a stint as Chief Operating Officer

### **Eugenia Kemble**

Eugenia Kemble is Executive Director of the Albert Shanker Institute. During the course of a long career in the labor movement, Kemble served as Special Assistant to the late Albert Shanker, Director of the AFT’s Educational Issues Department, and Executive Director of the AFL-CIO’s Free Trade Union Institute (FTUI), which supported unions struggling for democracy around the world, most notably Solidarity in Poland. Leading up to her service with FTUI, she was AFL-CIO’s representative with the Democracy Program, a coalition effort including the Republican Party, Democratic Party, U.S. Chambers of Commerce and the AFL-CIO, that recommended the creation of the National Endowment for Democracy. In 1998-99 she organized the start-up of the Albert Shanker Institute.

### **Peter McWalters**

Peter McWalters is the Interim Strategic Initiative Director, Education Workforce at the Council of Chief State School Officers. He previously served as the Rhode Island commissioner of elementary and secondary education from 1992 to 2009 where he made significant gains in creating a better state-led system of education and increasing success for all of Rhode Island’s students. These gains included establishing and adopting grade-level content standards and implementing an aligned state assessment; partnering in founding the successful three state assessment collaborative, the New England Common Assessment Program; designing and implementing a legislatively-motivated accountability system with multiple measures and indicators including a robust public reporting system; leading the state in transitioning from a life certification system for teachers to an individual professional improvement plans for license renewal; and intervening in five high-need, underperforming districts and succeeding in significant improvement within No Child Left Behind and Annual Yearly Progress targets. A lifelong educator, McWalters began his career as a teacher of English as a Second Language in the Rochester, New York, public schools. He served in the Peace Corps in the Philippines.

**Jody Papini**

Jody Papini is in her 15<sup>th</sup> year as a math teacher for the Douglas County School District. She is also a national and local trainer for AFT's Educational Research and Dissemination (ER&D) program's *Thinking Mathematics* courses and has worked with the AFT to develop the *Thinking Mathematics for Middle School: Journey to Algebra* curriculum. Papini has presented for National Staff Development Council, AFT's *Quest* conference, and AFT's *Lesson Study Conference*. She is the Vice-President of the Douglas County Federation of Teachers (DCFT), the Executive Vice-President of AFT Colorado, and the ER&D Site Coordinator. Papini is currently working with the District to create a new evaluation system for teachers.

**Mark Roosevelt**

Mark Roosevelt was appointed Superintendent of the Pittsburgh Public Schools in August of 2005 where he has led the development and implementation of an academic reform agenda called *Excellence for All* to improve student achievement, including: 1) a rigorous new PreK-12 curriculum; 2) a nationally recognized program to recruit, train, support and compensate principals as instructional leaders; 3) instructional coaches in every school to deepen the work; and 4) expanded early childhood offerings. He also played a lead role in the planning and development of *The Pittsburgh Promise*® that provides a scholarship to all colleges and universities and many technical/trade schools in Pennsylvania for all Pittsburgh Public Schools graduates, regardless of income, who meet academic and attendance requirements. Earlier, Roosevelt served as Chair of the Massachusetts State Legislature's Education Committee, where he co-authored and steered to passage the Education Reform Act of 1993, landmark legislation providing the equitable resources and accountability measures necessary for school improvement. In 1994, Mr. Roosevelt was the Democratic nominee for Governor of Massachusetts. He holds degrees from Harvard Law School, Harvard College and is a graduate of the Broad Urban Superintendent's Academy. He teaches a course on the intersection of American history and public policy at Carnegie Mellon University.

**David Steele**

David Steele is the Chief Information and Technology Officer for Hillsborough County Public Schools and also the Project Director for their Empowering Effective Teachers initiative. Steele started with the district in 1978 as a high school mathematics teacher and has been an assistant principal, IB coordinator, high school principal, and General Director for Secondary Education. Known within the district as a data-driven leader, Steele sees the primary function of the IT division as supplying classroom teachers with the information and training (the Department of Professional Development is in his division) they need to inform instruction and develop techniques that lead to improved student performance.

**John Tarka**

John Tarka, long-time leader in the Pittsburgh and Pennsylvania Federation of Teachers, has been President of the Pittsburgh Federation of Teachers since May 2005. For fifteen years, Tarka taught English and Speech at Pittsburgh's Westinghouse High School, where he also coached football and track and served as a PFT Building Representative. In 1982, he was selected as one of ten finalists from over 450 applicants in Pennsylvania's Teacher of the Year competition. In 1983 he was recruited to and taught at the Schenley High School Teacher Center, where he headed the English Department. Tarka has been a member of the PFT's Executive Board for 30 years. He also serves on the Professionalism and Education Partnership Steering Committee of the PFT and the School District. He has been a member of PFT negotiating teams and participates on various committees within the PFT.

**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, and is a member of the Democratic National Committee and numerous professional, civic, and philanthropic organizations.

### **Daniel Willingham**

Daniel Willingham is currently Professor of Psychology at the University of Virginia, where he has taught since 1992. Until about 2000, his research focused solely on the “brain basis of learning and memory.” Today, all of his research concerns the application of cognitive psychology to K-12 education. He writes the “Ask the Cognitive Scientist” column for *American Educator* magazine, blogs at the *Washington Post*, and is an Associate Editor of *Mind, Brain, and Education*. He is also the author of *Why Don't Students Like School?* (Jossey-Bass). His writing on education has been (or is being) translated into Chinese, French, Korean, Thai, Portuguese, and Russian. He earned his B.A. from Duke University in 1983 and his Ph.D. in Cognitive Psychology from Harvard University in 1990.