

INDIANA ACADEMIC STANDARDS EVALUATION PROCESS 2014
BIOGRAPHIES OF EXPERT EVALUATORS AND CONSULTANTS

Achieve

Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Created in 1996 by a bipartisan group of governors and business leaders, Achieve is leading the effort to make college and career readiness a priority across the country so that students graduating from high school are academically prepared for postsecondary success. When states want to collaborate on education policy or practice, they come to Achieve. At the direction of 48 states, and partnering with the National Governors Association and the Council of Chief State School Officers, Achieve helped develop the Common Core State Standards. Twenty-six states and the National Research Council asked Achieve to manage the process to write the Next Generation Science Standards. Achieve has also served as the project manager for states in the Partnership for Assessment of Readiness for College and Careers, which are developing next generation assessments. And since 2005, Achieve has worked with state teams, governors, state education officials, postsecondary leaders and business executives to improve postsecondary preparation by aligning key policies with the demands of the real world so that all students graduate from high school with the knowledge and skills they need to fully reach their promise in college, careers and life.

JoAnne T. Eresh

Formerly Senior Associate for English Language Arts, Achieve
Staff for Learning Research and Development Center, University of Pittsburgh

JoAnne Thibault Eresh is a senior associate at Achieve, where she leads the English language arts aspects of the standards-to-standards benchmarking and assessment-to-standards alignment reviews. She helped lead the international comparison work on the literacy standards. Along with colleagues in math, she had begun the comparison work several years earlier at Achieve, which works through its American Diploma Project to upgrade states' academic standards. She taught writing at the university level and English at private and public high schools in St. Louis, Mo., and in Fitchburg, Mass. She began her work in curriculum design and performance assessment in 1979 under Superintendent Richard C. Wallace, Jr., and from 1981 to 1994, she was director of the division of writing and speaking for the Pittsburgh Public Schools. During that time that she directed The Pittsburgh Discussion Model Project, funded by the Rockefeller Foundation and part of the CHART network, and later directed the imaginative writing part of the ARTS Propel Project, a joint project with Harvard's Project Zero and the Educational Testing Service. She was the Pittsburgh district coordinator for the New Standards Project and wrote the teachers' guides for the New Standards ELA Portfolios. In 1995, she was one of the original resident fellows at the Institute for Learning at the University of Pittsburgh's Learning Research and Development Center and coordinated the New Standards Linking Projects. From 1997 to March 2001, she was the coordinator of staff development in Community District Two in New York City.

Shauna Findlay, Ph.D.

**Consultant, Center for College and Career Readiness
Senior Consultant, Leaders for Learning**

Dr. Findlay currently serves as the President of Indiana ASCD. As a consultant, she regularly does presentations and trainings for school staffs, district staffs, regional educational meetings, and national presentations. In 2011 she presented on aligning curriculum with the Common Core State Standards at the Learning Forward (National Staff Development Council) national conference. She has also presented multiple webinars on the Common Core State Standards and curriculum development available through the Ed Leaders Network (ELN) and INASCD. Her areas of expertise are in curriculum audits and alignment, curriculum mapping, deconstructing standards, creating formative and summative assessments aligned to learning targets and standards, analyzing student data to inform instruction and revise curriculum, monitoring curriculum and developing professional development using the Learning Walk Protocol, disciplinary literacy, and reading. In 2011, Educational Impact released an online professional development series on curriculum mapping presented by Dr. Findlay and Jay McTighe. Dr. Findlay also serves on the English Language Arts Technical Work Group for the PARCC assessment consortium. She received her doctoral degree in educational leadership from Purdue University.

Kay Forgione, Ed.D.

Formerly Senior Associate for Mathematics, Achieve

Kaye Forgione is an educational consultant and formerly served as Senior Adviser, Mathematics with Achieve, Inc. for more than a decade. She provided mathematics content expertise and instructional leadership to a range of projects including: aligning K-12 lessons and units to the Common Core State Standards (CCSS) using the EQUIP (Educators Evaluating the Quality of Instructional Products) Quality Review Rubric and training others to use the rubric; aligning tasks for a variety of career clusters to the CCSS and teaching local educators how to develop such tasks; serving on a work team to set college and career readiness standards as a precursor to the grade-level CCSS; and leading Achieve's work with the Organisation for Economic Co-operation and Development and the Australian Council for Educational Research to develop the Mathematics Framework for the 2012 Programme for International Student Assessment. Much of her work at Achieve focused on issues related to alignment (e.g., the degree to which the GED content specifications aligned with the CCSS and National Assessment of Educational Progress) and building the capacity of local educators to align their work with college and career readiness expectations. Prior to her work at Achieve, Dr. Forgione served in a variety of roles at the national, state, district, and classroom levels. She worked in the College of Education at the University of Texas at Austin, at the Council for Basic Education as Director of Academic Standards Programs, as a curriculum supervisor in the Christina School District in Newark, DE, and as a team leader and education associate at the Delaware Department of Education in the area of assessment. At the classroom level, she has a range of experience, having taught high school mathematics, adult education and GED courses in mathematics in U.S. Armed Forces-contracted schools, and college courses in mathematics for European military programs. She has a BA in Mathematics/Education from the University of Delaware, an MS in Systems Management from the University of Southern California, and an Ed.D. in Educational Leadership from the University of Delaware.

R. James Milgram
Emeritus Professor, Stanford University

R. James Milgram is an emeritus professor of mathematics at Stanford University where he has taught since 1970. He is a member of the National Board for Education Sciences - the presidential board that oversees the Institute for Education Research at the U.S. Department of Education - is also a member of the NASA Advisory Council, and is a member of the Achieve Mathematics Advisory Panel. He was one of the members of the Common Grounds Project that included Deborah Ball, Joan Ferrini-Mundy, J. Kilpatrick, Richard Schaar, and Wilfried Schmid. From 2002 to 2005, Professor Milgram headed a project funded by the U.S. Department of Education that identified and described the key mathematics that K-8 teachers need to know. He also helped to direct a project partially funded by the Thomas B. Fordham Foundation that evaluated state mathematics assessments. He is one of the four main authors of the California Mathematics Standards, as well as one of the two main authors of the California Mathematics Framework. He is also one of the main authors of the new Michigan and new Georgia mathematics standards. Among other honors, he has held the Gauss Professorship at the University of Goettingen and the Regent's Professorship at the University of New Mexico. He has published over 100 research papers in mathematics and four books, as well as serving as an editor of many others. His main area of research is algebraic and geometric topology, and he currently works on questions in robotics and protein folding. He received his undergraduate and master's degrees in mathematics from the University of Chicago, and his Ph.D. in mathematics from the University of Minnesota.

Terrence O. Moore, Ph.D.
Assistant Professor of History, Hillsdale College

Terrence O. Moore is a professor of history at Hillsdale College and helps set up classical charter schools throughout the country. He earned a B.A. in history from the University of Chicago in 1990 and a Ph.D. in history from the University of Edinburgh in 1999. He taught at Ashland University in Ohio for two years. Dr. Moore also served as a lieutenant in the U. S. Marine Corps from 1990-1993. For seven years he served as the founding principal of Ridgeview Classical Schools, a K-12 charter school in Fort Collins, Colorado whose high school was twice ranked the number-one public high school in the state and has also been ranked fourth in the nation for open-enrollment schools, according to *U. S. News and World Report*. Dr. Moore is now the principal advisor to the Barney Charter School Initiative at Hillsdale College. Dr. Moore has written frequently on the issues of liberal education, limited government, and traditional manhood. He is the editor of George Turnbull's *Observations upon Liberal Education (1742)*, a book that influenced Benjamin Franklin and other school founders during the eighteenth century. Dr. Moore has written articles and editorials for *The Claremont Review of Books*, *The Washington Times*, HumanEvents.com, Big Government, Townhall.com, *Touchstone*, *The Family in America*, and *The Wall Street Journal*. At Hillsdale Dr. Moore teaches the core Western and American Heritage courses and upper-level courses in intellectual history, including a course on the Enlightenment and a course on the nature and history of manhood. He received the Emily Daugherty Award for Teaching Excellence at Hillsdale in 2010. Dr. Moore is the author of *The Perfect Game*, a novel about real boys growing up in Texas during the Reagan years. Since the summer of 2013, Dr. Moore has been one of the foremost critics of the Common Core: testifying before legislative bodies in five different states, posting a series of articles on Townhall.com, speaking frequently on the topic throughout the nation and on talk radio, and writing a book called *The Story-Killers: A Common Sense Case Against the Common Core*, available on Amazon. He lives with his wife and their four children in Angola, Indiana.

Kathleen Porter-Magee**Bernard Lee Schwartz Policy Fellow, Thomas B. Fordham Institute**

Kathleen Porter-Magee is the Senior Advisor for Policy and Instruction at The College Board and a Bernard Lee Schwartz Policy Fellow at the Thomas B. Fordham Institute. Kathleen has more than 16 years of experience in education and policy, including nearly a decade working directly in schools, first as a middle and high school teacher, then as school and district-level administrator. She has twice worked at the Thomas B. Fordham Institute, first as the associate research director and most recently as a Senior Director, where she led the Institute's work on standards, assessment, and curriculum. Previously, Kathleen served as the founding director for curriculum and instruction at Achievement First, and she led teacher and principal professional development and recruitment for the 115 Archdiocese of Washington, DC Catholic Schools. She holds a B.A. from the College of the Holy Cross in Political Science and French and an M.A. in Education Policy and Leadership from the George Washington University.

Janet Rummel**Chief Academic Officer, Indiana Network of Independent Schools**

A 17-year veteran educator, Janet Rummel has provided consulting services to hundreds of schools and thousands of teachers across the country in the areas of curriculum, instruction, and assessment and is currently Chief Academic Officer at INISchools, facilitating the development of high quality curricula, instruction, and assessments, guiding teacher evaluations, and coaching teachers of multiple subjects. Prior to joining INISchools and Goodwill Education Initiatives, Janet served as Vice President of College and Career Readiness with the Common Core Institute, assisting schools across the country with the transition to the Common Core State Standards. In her former position with the Indiana Department of Education, Janet was the Mathematics and Science Assessment Specialist, developed crosswalks and transition documents for the adoption of the Common Core State Standards, and led the development of the Indiana state-level curriculum maps. Specializing in deconstructing standards and aligning curriculum, instruction, and assessments to the expectations of standards, Janet delivers professional development to schools and organizations nationwide. She designs large-scale professional development plans including conducting needs analyses, multi-year agendas and goals, benchmark accountability, and the organization of additional consultants and lead teachers to deliver the professional development. Most recently Janet developed a professional development series differentiating mathematics instruction and mathematics assessment, and she will be leading a session at the regional National Council for Teachers of Mathematics conference entitled, "Assessing the Standards for Mathematical Practice." Janet is currently pursuing a PhD in Curriculum Studies, with research interests in Alternative Teacher Certification, Urban Education, and Standards-Based Assessment.

Sujie Shin**Co-Director of Research of the Assessment and Standards Development, WestEd****Assistant Director of the federally funded Center on Standards and Assessment Implementation (CSAI)**

Sujie Shin serves as Co-Director of Research of the Assessment and Standards Development (ASDS) program at WestEd and the Assistant Director of the federally funded Center on Standards and Assessment Implementation (CSAI). Her area of focus is providing state and district clients with the strategic partnership needed to navigate transitions and growth in their assessment and accountability portfolios, especially in the development, implementation, and evaluation of career- and college-

readiness standards. She specializes in the design, alignment, and application of assessment and accountability tools for different stakeholders.

Ms. Shin previously worked as the Deputy Chief of Assessment and Accountability for the District of Columbia Public Schools (DCPS), where she oversaw the development and administration of assessments and accountability metrics for the District. While at DCPS, Ms. Shin successfully led the process of transitioning the district's summative assessments and interim assessments to the Common Core, and expanding assessment coverage in both elementary and high school grades and subjects.

Ms. Shin is responsible for facilitating the evaluation process for Indiana. Teams will be evaluating multiple sets of standards using Indiana's definition of college and career readiness, as well as a shared understanding of what Hoosier students should know and be able to do in order to meet that definition. Ms. Shin will train participants on the evaluation process and assist IDOE and Board staff in compiling results of the evaluation. Finally, Ms. Shin will provide facilitation during the reconciliation process to ensure that Indiana's draft college and career ready standards are of the highest quality.

Sandra Stotsky, Ed.D.
Professor Emerita, University of Arkansas

Sandra Stotsky is credited with developing one of the country's strongest sets of academic standards for K-12 students as well as the strongest academic standards and licensure tests for prospective teachers while serving as Senior Associate Commissioner in the Massachusetts Department of Education from 1999-2003. She is also known nation-wide for her in-depth analyses of the problems in Common Core's English language arts standards.

Her current research ranges from the deficiencies in teacher preparation programs and teacher licensure tests to the deficiencies in the K-12 reading curriculum and the question of gender bias in the curriculum. She is regularly invited to testify or submit testimony to state boards of education and state legislators on bills addressing licensure tests, licensure standards, and Common Core's standards (e.g., Utah, Indiana, Illinois, Wisconsin, South Carolina, and Texas).

She currently serves on several committees for the International Dyslexia Association and on the advisory board for Pioneer Institute's Center for School Reform. She served on the National Validation Committee for the Common Core State Systemic Initiative (2009-2010), on the National Mathematics Advisory Panel (2006-2008), co-authoring its final report as well as two of its task group reports, on the Massachusetts Board of Elementary and Secondary Education (2006-2010), and on the Steering Committee in 2003-2004 for the framework for the National Assessment of Educational Progress reading assessments for 2009 onward.

Her major publications include *The Death and Resurrection of a Coherent Literature Curriculum* (Rowman & Littlefield, 2012); *Literary Study in Grades 9, 10, and 11: A National Survey* (Association of Literary Scholars, Critics, and Writers, 2010); *What's at Stake in the K-12 Standards Wars: A Primer for Educational Policy Makers* (Peter Lang, 2000); and *Losing Our Language* (Free Press, 1999, reprinted by Encounter Books, 2002).

Hung-Hsi Wu, Ph.D.

Professor of Mathematics Emeritus, University of California, Berkeley

Hung-Hsi Wu is Professor of Mathematics Emeritus at the University of California at Berkeley where he taught from 1965 to 2009. He got into mathematics education in 1992 in response to his observation of obvious problems in the teaching of mathematics in schools, including the school mathematics curriculum, textbooks, assessment, and professional development. He worked with the State of California in 1997-2005 in all aspect of mathematics education. Since 2000, he has given summer professional development institutes every year for elementary and middle school teachers within the U.S. and abroad. He was on NAEP's Mathematics Steering Committee, 2000-2001 that contributed to the revision of the NAEP Framework, the National Research Council Mathematics Study Panel that wrote the volume "Adding It Up," and also the National Mathematics Advisory Panel in 2006-2008. He is currently serving on the TIMSS 2011 Science and Mathematics Item Review Committee. His main effort in recent years has been directed at the writing of several textbooks for professional development of K-12 mathematics teachers.

He has authored numerous texts and articles including: *Understanding Numbers in Elementary School Mathematics* (American Mathematical Society, 2011). *The Impact of the Common Core Standards on the Mathematics Education of Teachers* (April 29, 2011). *What is Different about the Common Core Mathematics Standards*. (June 20, 2011).