Ryan Balch

Ryan Balch has been the director of teacher, leader, and school effectiveness for Baltimore City Schools since July of 2012. During this time the district field tested and fully implemented a new system of teacher and principal evaluation that included measures of both professional practice and student growth. Dr. Balch finished a doctorate in education policy at Vanderbilt University where his dissertation focused on developing measures of teacher quality. Prior to that, he was a high school teacher for 7 years in Atlanta in biology, physics, and psychology. Dr. Balch also has a masters in science education from Georgia State University and a B.A. in psychology from Duke University.

Mary Dean Barringer

Mary-Dean Barringer has had a thirty plus career in education distinguished as a nationally recognized special education teacher, expert on a variety of teacher quality and reform issues and a leader in the emerging field of neurodevelopment and learning variation. Mary-Dean currently serves as an Educator in Residence at the Council of Chief State School Officers (CCSSO), supporting SCEE members in the Eastern Region of the United States. Prior to joining CCSSO in December 2011, she was the Chief Executive Officer of All Kinds of Minds Institute in North Carolina. She joined AKOM in 2000 as the education director assuming responsibility for the development and expansion of the institute’s neurodevelopmental model for schools. Her efforts leading the Schools Attuned® Initiative have resulted in more than 50,000 K–12 educators world-wide receiving and implementing research-based training about learning variation to better instruct struggling students. This led to her appointment as CEO in December 2006.

Throughout her path in education, Mary-Dean has been dedicated to keeping America focused on learning -- making schools effective learning environments for all children. Prior to her tenure at All Kinds of Minds, Mary-Dean was a founding board member of the National Board for Professional Teaching Standards and then served as Vice President of Outreach and Mobilization for the non-profit education organization for a decade. She was the first teacher as an officer of the organization and led the introduction of National Board Certification to teachers with the first field test in 1993 to helping create a system of supports, incentives and rewards for teachers pursuing this advanced certification in every state by 2000. In 2010, she was once again elected to serve on the NBPTS board of directors. Mary-Dean started her career as teacher of exceptional needs students in Michigan. As a special education teacher for thirteen years, Mary Dean received numerous awards and recognition for her innovation and advocacy, including the 1985 Council for Exceptional Children’s National Teacher of the Year award. Mary-Dean received a Bachelor’s of Science in special education from Eastern Michigan University and earned a dual-major Master’s of Science in developmental disabilities and early childhood from Wayne State University. She pursued doctoral studies in education policy at Michigan State University until 1994. In 2008, Mary-Dean was inducted into the Eastern Michigan University College of Education Hall of Fame.

Harold Doran

Harold C. Doran is a Principal Research Scientist at the American Institutes for Research (AIR) in Washington, D.C. In this role Dr. Doran is the psychometric director for several state computer adaptive testing programs and leads AIR’s value-added technical groups. He has written extensively on value-added models and their applications in education and accountability systems. His interests include computational statistics with an emphasis on estimation for large data problems, the impact of measurement error in regression-based models, methods for measuring student achievement, assessment and accountability policy, consequential validity, and psychometrics. Dr. Doran was formerly the director of research and evaluation at New American School, a national educational consulting firm, an elementary school principal, and a classroom teacher. He earned his Bachelor and Masters degrees from Northern Arizona University and his doctorate from the University of Arizona.
Lou Fabrizio

Dr. Lou Fabrizio was named the Director of the Division of Data, Research and Federal Policy at the North Carolina Department of Public Instruction (NCDPI) in August of 2011. He is responsible for the management of the P20-W longitudinal data system federal grant, submission of several federal reports for the US Department of Education (USED), and understanding federal policy related to the Elementary and Secondary Education Act (ESEA) including the waiver process. He continues to serve as the state’s Federal Liaison with the USED and also serves as an advisor to staff in the Accountability Services Division where he had worked for 15 years overseeing the state’s former ABCs Accountability Program, the statewide testing program, and the state’s initial accountability and assessment plans for ESEA. He also serves on the NCDPI Race-to-the-Top Leadership Team, is a member of the National Assessment Governing Board which sets policy for the National Assessment of Education Progress (NAEP) and a member of the CCSSO Assessment Task Force. Dr. Fabrizio previously worked in a major test publishing company for almost 15 years and has been a Head Start Director and math & science teacher. He has a B.S. in Physics from Georgetown University, and both an M.S. in Education Administration and Supervision and a Ph.D. in Educational Research and Policy Analysis from North Carolina State University.

Brian Gong

Brian Gong is Executive Director of the non-profit National Center for the Improvement of Educational Assessment (Center for Assessment), which provides technical assistance primarily to state departments of education to improve assessment and accountability systems. The Center for Assessment currently has contracts with over half the states. In that capacity the Center deals with the full range of states’ operational large-scale assessment and accountability programs, including use of growth/value-added models for student, school, and educator accountability. Brian’s professional service includes serving on the committee currently revising the APA/NCME/AERA Joint Standards for Educational and Psychological Testing. He served on the Feedback and Validation Committees for the Core Content State Standards developed by the National Governors Association and CCSSO. Brian helped write the USED Peer Review guidance for Accountability Systems and for the Growth Model Pilot. Brian currently serves on several technical advisory committees, including those for the Dynamic Learning Maps Alternate Assessment, the Smarter/Balanced Assessment Consortium (SBAC), and the National Center and State Collaborative Alternate Assessment consortium (NCSC), and is working with the Partnership for the Assessment of Readiness for College and Career (PARCC). Prior to co-founding the Center for Assessment, Brian served as Associate Commissioner for Curriculum, Assessment, and Instruction in the Kentucky Department of Education, and as a Research Scientist with Educational Testing Service.

Tammy Howard

Tammy Howard is the Director of Accountability Services for the Department of Public Instruction (NCDPI). With 15 years of experience in assessment and accountability, Dr. Howard has managed all aspects of testing and accountability from logistics and operations to policy and test development. In her current role, she oversees the statewide testing program and the accountability program, ensuring technical soundness and compliance with state and federal policy. Previously, Dr. Howard was Section Chief of Test Development (2008–2011) and Section Chief of Testing Policy and Operations (2003–2004), both at NCDPI. From 2004–2005, Dr. Howard directed testing operations for statewide assessments for the American Institutes for Research in Washington, DC. Dr. Howard received a B.A. in Journalism from the University of North Carolina at Chapel Hill; an M.A. in Educational Administration from East Carolina University, and a Ph.D. in Educational Research and Policy Analysis from North Carolina State University.
Eric Isenberg

Eric Isenberg is a senior researcher at Mathematica’s Chicago office. He studies education policy and value-added modeling. Dr. Isenberg directed the DC Value Added project from 2009 to 2013, in which Mathematica worked with DC public and charter schools to evaluate the effectiveness of teachers using value-added models, and advised district leaders on how to incorporate value-added measures into teacher evaluation systems. These measures contribute to an overall teacher evaluation used for high-stakes decision-making. He is the principal investigator of the Study of the Distribution of Effective Teaching, sponsored by the Institute of Education Sciences at the U.S. Department of Education. In this study, Mathematica has collected data from 29 districts from across the US, measured effective teaching using value-added modeling, and used these results to document the degree to which disadvantaged students have equal access to effective teaching and to understand how gaps to access in effective teaching may arise. The first report from this project is due to be released this fall. Dr. Isenberg received his Ph.D. in Economics from Washington University in St. Louis.

Matthew Johnson

Matthew Johnson (Ph.D., Economics, Yale University) is a Researcher at Mathematica Policy Research. At Mathematica, Matthew’s work has focused on measures of educator effectiveness and charter school evaluation. He has worked closely with the Pittsburgh Public Schools to develop and implement school and teacher value-added models that are currently being used for performance evaluation. He has also done work in higher education, examining how borrowing constraints affect student decisions about college entry and completion. Matthew’s research has been published in the *Journal of Labor Economics* and the *Economics of Education Review*.

Cory Koedel

Cory Koedel is an assistant professor of economics at the University of Missouri–Columbia. His research interests are in the areas of teacher quality and compensation, curriculum evaluation, school choice and the efficacy of higher education institutions. His work has appeared in top academic journals in the fields of economics, education and public policy; and he serves on several technical advisory panels related to school and teacher evaluations for school districts, state education agencies and non-profit organizations. Dr. Koedel is an associate editor for the *Economics of Education Review* and a member of the editorial board for *Education Finance and Policy*. He is also a member of the board of directors for the Association for Education Finance and Policy. Dr. Koedel was awarded the Outstanding Dissertation Award from the American Educational Research Association (Division L) in 2008, and in 2012 he received the Junior Scholar Award from the same group. He received his PhD in economics from the University of California, San Diego in 2007.
Rob Meyer

Dr. Robert H. Meyer is Research Professor at the La Follette School of Public Affairs and the Wisconsin Center for Education Research (WCER) and Director of the Value-Added Research Center (VARC) at the University of Wisconsin-Madison and President and CEO of Education Analytics Inc. He previously served on the faculty of the Harris School of Public Policy Studies at the University of Chicago and the Economics Department at UW-Madison. Dr. Meyer is known for his research on value-added modeling and evaluation methods and is currently working on strategies to use a wide variety of educational analytics to support educators and education reform, including expanding value-added systems to include courses not typically covered by assessments under NCLB. He has developed major research partnerships with many districts (Atlanta, Chicago, Hillsborough County, Los Angeles, Milwaukee, Minneapolis, New York City, and Tulsa), states (Minnesota and Wisconsin), and statewide networks (California and New York). He and his colleagues provide technical assistance to districts and states funded by the federal Teacher Incentive Fund. Dr. Meyer has conducted major statistical evaluations of programs and policies such as class size reduction and Supplemental Educational Services. Meyer received a Senior Urban Education Research Fellowship from the Council of Great City Schools in 2007 and in 2010 received the University of Wisconsin-Madison, Chancellor’s Award for Excellence in Research.

Elias Walsh

ELIAS WALSH (Ph.D. Economics and Public Policy, University of Michigan), a researcher at Mathematica Policy Research, specializes in education policy and student growth modeling. Dr. Walsh has provided technical assistance to states and districts on developing value-added models to measure teacher and school effectiveness, including DC Public Schools and the state of Oklahoma. He has produced working papers that examine the role of student tracking in estimating value added and how Empirical Bayes shrinkage addresses students with hard-to-predict achievement levels. He is also currently engaged in research to evaluate the impact of school reform in DC with the DC Education Consortium for Research and Evaluation. Dr. Walsh was a high school math teacher in the first Teach For America cohort in Chicago Public Schools.

Gema Zamarro

Gema Zamarro (Ph.D. CEMFI & UNED, Madrid (Spain), 2006) is an Economist at the USC Dornsife Center for Economic and Social Research (CESR). Prior to joining CESR, Zamarro was an Economist at the RAND Corporation and Professor of Econometrics at the Pardee RAND Graduate School of Public Policy (2007-2013), as well as, assistant professor in the Department of Econometrics at Tilburg University in the Netherlands and a junior research fellow at NETSPAR (Network for Studies on Pensions, Aging and Retirement) (2005-2007). Dr. Zamarro has performed research on applied econometrics in the areas of education, labor, and health. Her Ph.D. research, published in the Journal of Econometrics, belongs to an emerging literature on the evaluation of treatment effects, applied to schooling decisions, that emphasizes the fact that treatments may be heterogeneous among individuals and that people may consider their returns when making schooling decisions (Zamarro, 2010). Her most recent education work has focused on the effect of teacher quality on student performance in the U.S. In this respect, Buddin and Zamarro (2009) studied the effect of teacher quality on student performance and how specific teacher characteristics influence classroom current ongoing project Dr. Zamarro is studying how accurate different value-added methods are on estimating the distribution of teacher effectiveness to better inform policies that aim to redistribute effective teachers to more disadvantage classrooms. In another relevant work, Dr. Zamarro has recently completed a study of the effects of school closures on student achievement on an anonymous school district in the U.S. that targeted low-performing schools in its closure plan, soughing to move their students to higher-performing schools to increase the overall school quality of the district (Engberg et al., 2012). Finally, Dr. Zamarro is also currently analyzing the effects of dual-language immersion (DLI) on student outcomes taking advantage of the lottery mechanism, used to enter these programs, to estimate causal effects.