

Carol Campbell is Executive Director of the Stanford Center for Opportunity Policy in Education. She worked previously at the Ministry of Education in Ontario, Canada, where, in her most recent position, she served as Ontario's first Chief Research Officer and simultaneously served as Founding Director of the Education Research & Evaluation Strategy Branch. Previously, Campbell was a faculty member at the Institute of Education, University of London, teaching in the masters and doctoral programs in education policy, leadership, management, and research. She also worked as Policy and Strategy Advisor in the Directorate of the Institute and as an advisor on school reform to the English government's Department for Education and Skills and to the Commissioner for London Schools.

Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University where she has launched the Stanford Center for Opportunity Policy in Education and the School Redesign Network. She is a former president of the American Educational Research Association and a member of the National Academy of Education. 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 in the United States. In 2008-09, she headed President Barack Obama's education policy transition team. Among Darling-Hammond's more than 300 publications is the recent book *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*.

Geno Flores is Chief Deputy Superintendent of Public Instruction for the California Department of Education, effective July 1, 2010. Most recently, Flores served as Executive Director of School Improvement for the Los Angeles Unified School District. From 2008 to 2009, he was Chief Academic Officer for Prince George's County Public Schools in Maryland, and from 2005 to 2008, he served as a Deputy Superintendent for the San Diego Unified School District. Between 1996 and 2003, Flores was Director of Accountability for the Long Beach Unified School District and brought that expertise to CDE where he was Deputy Superintendent of the then-Assessment and Accountability Branch from 2003 to 2005.

Jeffrey Goodwin is an independent consultant with expertise in assessment, curriculum and research. He has been a classroom teacher, worked in a local authority advisory team, taught in teacher induction and post-graduate programs, and led professional development courses for teachers. Goodwin worked on a number of national committees steering the development of examinations and national curriculum testing. In 1998 he joined the Qualifications and Curriculum Authority in England where he led the team that developed the national tests in mathematics. In 2004 he joined Pearson as general manager for test development in the examinations awarding body Edexcel and then moving to Pearson Research and Assessment where he was head of research.

Gary Hoachlander is President of ConnectEd: The California Center for College and Career. He began his career in 1966 as a brakeman for the Western Maryland Railroad. Widely known for his expertise in career and technical education and other aspects of elementary, secondary, and postsecondary education, Hoachlander has consulted extensively for the U.S. Department of Education, state departments of education, local school districts, foundations, and a variety of other clients.

Bob Lenz is Chief Executive Officer and Co-founder of Envision Schools. Over the past 20 years, he has been a teacher, student activities director, reform leader, and principal. In the 1990s, he was a leader in Sir Francis Drake High School's whole school redesign effort, which was widely lauded for its success. He is recognized nationally as a leader in high school redesign, project-based learning, 21st Century skills education, and performance assessment. Lenz serves on the Board of Directors for the Buck Institute for Education and on the Advisory Council for the St. Mary's College School of Education.

Monica Martinez is president of New Tech Network. She was previously Vice President of Education Strategy at the KnowledgeWorks Foundation where she oversaw the development of new initiatives and coordination of strategic planning. Prior to being named Vice President, she was an adviser to the foundation as Senior Fellow. She also founded the D.C.-based National High School Alliance, a partnership of more than 40 organizations sharing a common commitment to promoting excellence, equity, and development of high school-age youth.

Maggie Carrillo Mejia is the retired Superintendent of Sacramento Unified School District and previously served as Superintendent of the Montebello Unified School District in Los Angeles County. Mejia has over 35 years of experience working in large urban districts where she pursued the improvement of student achievement through greater access to rigorous learning opportunities for all students, especially for immigrant students and students of color. Mejia has been a passionate and ardent voice for standards reform in California's schools and believes strongly that teachers and principals need to adequate resources and support in order to improve student outcomes.

Lawrence O. Picus is a professor of school finance and educational administration at the University of Southern California's Rossier School of Education. He also serves as the director of the Center for Research in Education Finance (CREF). Picus is past-president of the American Education Finance Association. His most recent books include: *School Finance: A Policy Perspective, Fourth Edition* (with Allan Odden), *In Search of More Productive Schools: A Guide to Resource Allocation in Education*, and *Leveraging Resources for Student Success: How School Leaders Build Equity* (coauthor). In recent years, Picus has consulted with a number of states in the design and implementation of their school finance formulas.

David Plank is a professor of education at Stanford University, and Executive Director of the Policy Analysis for California Education (PACE). Before joining PACE in 2007, Plank was a professor at Michigan State University, where he founded and directed the Education Policy Center. He was previously on the faculties at the University of Pittsburgh and the University of Texas at Dallas. He is the author or editor of six books, including *Handbook on Educational Policy Research* (co-author, 2009). He has served as a consultant to the World Bank, the United Nations Development Program, the Organization for Economic Cooperation and Development, the United States Agency for International Development, and the Ford Foundation, and governments in Africa and Latin America.

Edys Quellmalz is Director of Technology Enhanced Assessments & Learning Systems for WestEd. She directs research, development, and evaluation projects related to the designs of technology-based student learning environments and assessments. Prior to joining WestEd, she served as Director of Assessment Research and Design in the Center for Technology in Learning (CTL) at SRI International. While at SRI, she served as Principal Investigator for a number of NSF projects and led the development of higher order thinking skills curricula for the Arkansas State Department of Education and the Sacramento County Office of Education. Prior to joining SRI, she served on the faculty of the Stanford School of Education, and taught at the University of California, Los Angeles, among other institutions. She began her career as a junior high school teacher.

Susan Schultz

Gerry Shelton has been Chief Consultant to the California State Assembly Committee on Education since 2006. The committee focuses on K-12 education issues, including accountability, curriculum, facilities, career technical education, special education, teacher preparation, and school finance. Previously, Shelton was an instructor at UC Davis for 4 years, and was a professor at CSU Sacramento for 14 years, teaching economics with a specialization in state and local government finance and public policy. He worked in the Department of Education from the early 1990s until 2006 in both program and fiscal capacities, including serving as the department's chief financial officer.

Lay Choo Tan is Chief Executive of the Singapore Examinations and Assessment Board. She was previously Deputy Director of the Education Programmes Division at the Ministry of Education and, before that, a Cluster Superintendent and the Principal of Bukit Panjang Government High School. She was awarded the Public Administration Medal (Silver) in 2003. Since joining the Ministry of Education, Tan has spearheaded the development of psycho-educational instruments, and conducted research and analysis to advance education policies and practices, and oversaw a collaboration with schools to identify students with special needs and build school capacity to support these students.

About this Briefing

This briefing is co-hosted by the Stanford Center for Opportunity Policy in Education (SCOPE) and Policy Analysis for California Education (PACE).

About the Stanford Center for Opportunity Policy in Education

The Stanford Center for Opportunity Policy in Education (SCOPE) supports cross-disciplinary research, policy analysis, and practices that address issues of educational opportunity, access, equity, and diversity in the United States and internationally. SCOPE's most recent publication series focuses on aspects of student performance assessment. The papers are:

- *Performance Assessments for English Language Learners* by Jamal Abedi
- *Benchmarking Learning Systems: Student Performance Assessment in International Context* by Linda Darling-Hammond, with Laura Wentworth
- *Performance Assessment: The State of the Art* by Suzanne Lane
- *Developing Performance Assessments: Lessons from the United States* by Raymond Pecheone and Stuart Kahl
- *A New Conceptual Framework for Analyzing the Costs of Performance Assessment* by Lawrence Picus, Frank Adamson, Will Montague, and Maggie Owens
- *Performance Assessment in an Era of Standards-Based Educational Accountability* by Brian Stecher
- *The Cost of New Higher Quality Assessments: A Comprehensive Analysis of the Potential Costs for Future State Assessments* by Barry Topol, John Olson, and Edward Roeber
- Overview paper: *Beyond Basic skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning* by Linda Darling-Hammond and Frank Adamson

For more information, visit: <http://edpolicy.stanford.edu>.

About Policy Analysis for California Education

Policy Analysis for California Education (PACE) is an independent, non-partisan research center based at the University of California, Berkeley; the University of Southern California; and Stanford University. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system, from early childhood to post-secondary education and training. PACE bridges the gap between research and policy, working with scholars from California's leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California. For more information, visit: <http://pace.berkeley.edu/>



Performance Assessments for 21st Century Skills: Implications for California

Thursday, July 1, 2010, 8:30 a.m. to 3 p.m.

Department of General Services, 1500 Capitol Avenue, Sacramento, CA

8:30 – 9 a.m.

Breakfast

8:30 – 8:40 a.m.

Welcome & Introduction

David Plank, *Policy Analysis for California Education* (PACE)

9:15-10 a.m.

Keynote: “Overview of Assessments and Standards”

Linda Darling-Hammond, *Stanford Center for Opportunity Policy in Education* (SCOPE)

10-10:15 a.m.

Break

10:15 a.m.-Noon

Panel 1: Experiences Beyond California: International and State Perspectives

Carol Campbell (Chair), *SCOPE*

Lay Choo Tan, *Singapore Examination and Assessment Board*

Jeffrey Goodwin, *Independent Consultant*

Lawrence Picus, *USC Rossier School of Education*

Noon-12:45

Lunch

12:45-1:45 p.m.

Panel 2: “Assessments in California”

David Plank (Chair)

Bob Lenz, *Envision Schools*

Monica Martinez, *New Tech Network*

Edys Quellmalz, *WestEd*

Susan Schultz, *Stanford University*

1:45 – 2:45 p.m.

Panel 3: “Policy Strategies: Bringing Effective Assessment to the Classroom”

David Plank (Chair)

Gerry Shelton, *California State Assembly Education Committee*

Gary Hoachlander, *ConnectEd*

Geno Flores, *California Department of Education*

Maggie Mejia, *Sacramento City Unified School District (formerly)*

2:45-3 p.m.

Concluding Remarks

Linda Darling-Hammond

