



PROMOTING EQUITABLE ACCESS

at the State and Local Levels

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PROGRAM INFORMATION



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Session Descriptions

Plenary Session 1: Moving Your State Forward on Equity

Speaker: Terry Holliday, former Commissioner of Education for the Commonwealth of Kentucky

Description: Recently, the U.S. Department of Education (ED) requested all states to resubmit plans to address the equitable distribution of highly effective teachers in our nation's schools. Terry Holliday will discuss the role of the state education agency (SEA) in improving and communicating about equity. Kentucky has worked with the Harvard Strategic Data Fellows program to identify and document the schools and districts that have challenges in meeting the requirements for equitable distribution. Working with key stakeholder groups, Kentucky has developed a statewide plan to address equitable distribution. The Kentucky plan, which was recently approved by ED, offers a systemic approach to addressing the challenges of equitable distribution of teachers.

Plenary Session 2: Strategies for Recruiting and Retaining Effective Teachers

Speaker: Dan Brown, Co-Director for Educators Rising

Description: Most teachers are homegrown. In fact, over 60% of teachers work within 20 miles of where they went to high school. The next generation of each community's teachers—whom everyone is counting on to be highly skilled and well prepared—is sitting on the student side of the desks right now. Since quality, diversity, and persistent shortages in high-needs subject areas are acute and widespread, communities need to start earlier and more proactively to cultivate a strong, built-to-last future teaching workforce. Dan Brown, National Board Certified Teacher (NBCT), will share how states can leverage promising practices to broaden the arena for recruitment, advance career readiness agendas, increase diversity in their teaching workforce, and create opportunities for excellent teachers to lead without leaving the profession by facilitating high-quality grow-your-own programs.

Concurrent Sessions 1 and 2: Strategies for Promoting Equity with Diverse Student Populations

Students in High-Poverty Communities

Presenter: Terry Holliday, former Commissioner of Education for the Commonwealth of Kentucky

Description: Kentucky has achieved success in narrowing achievement gaps between diverse groups of students in measures of high school graduation and college/career readiness. This session will describe the components of Kentucky's plan and discuss a new initiative that is focused on reducing the number and percentage of disadvantaged students scoring at the lowest level on state tests.

Students of Color

Presenter: Darlene Brown, Senior Technical Assistance (TA) Consultant for American Institutes for Research (AIR)

Description: Equity in education is important. If states and districts are to be successful in closing the achievement gap between students of color and their peers, they need educators with the skills, knowledge, and attitudes to value the diversity among our students. During this session, participants will focus on evidence-based and promising practices for supporting and sustaining equity with students of color at state and district levels.

Students in Rural Communities

Presenter: Bill Horwath, Senior Consultant for the Equitable Access Support Network (EASN)

Description: Participants will begin by sharing the equity gaps they identified for poor and minority student access to excellent educators in rural areas. Bill Horwath will support this discussion by highlighting key trends that emerged from an analysis of all state equity plans. Next, state staff will identify strategies they are planning to implement to address rural-based equity gaps. The staff will share additional strategies identified from other state plans, as well as other industries, and thoughts on partners who can support state efforts. Finally, participants will discuss additional support needed to implement their strategies and opportunities to collaborate across states to implement them.

Students with Disabilities

Presenter: Lynn Holdheide, Deputy Director for the Center on Great Teacher and Leaders (GTL Center) and Principal TA Consultant for AIR

Description: It is commonly known that certain teachers are in high demand, and these positions are consistently hard to fill. Frequently, some of our students with the greatest needs are provided teachers in positions to which they are not fully certified and where issues of retention are prevalent. This is not a new issue—states and districts have been struggling with this for years—however, far too many efforts have been expended with too little impact. States and districts can and have provided incentives through compensation and/or loan deferment, initial support through mentoring and induction, and stronger recruitment efforts through paraprofessionals. In this session, participants will examine some of the root causes and engage in collaborative brainstorming exercises to think comprehensively and strategically about the role of the leader, culture, and infrastructure in resolving issues of retention and recruitment with this population of educators.

English Learners

Presenter: Tery Medina, Associate Director for the Southeastern Equity Center

Description: The skeleton and backbone of an effective language program for English learners (ELs) is mandated in *Lau versus Nichols* and backed by the *Castañeda* decision; however, “the rubber meets the road” in planning, building, delivering, and upholding such a program. This session will provide participants with opportunities to listen, contribute, and learn about what constitutes an effective language program that promotes educational equity for ELs.

Concurrent Sessions 3 and 4: SEA Strategies for Promoting Equity

Induction and Mentoring: Developing a Statewide Systemic Approach for Induction and Mentor Support to Ensure Equitable Access to Effective Teachers for All Students

Presenter: Karen Wyler, Teacher and Leader Effectiveness Induction and Higher Education Evaluation Specialist for the Georgia Department of Education

Description: This session will investigate Georgia’s response for a comprehensive, coherent, and sustainable induction model that supports teachers across the career continuum and provides induction tools and resources for participants. Attendees will discuss the need for effective induction support and will work to identify their next steps for addressing this issue. At the end of this session, participants will (a) develop a common understanding of an effective induction program; (b) recognize the need to establish a coherent and systemic approach to supporting teachers across the educator career continuum; (c) identify induction tools and resources; and (d) determine innovative approaches states, preparing programs such as institutions of higher education, and districts can explore that create shared ownership in preparing and supporting teachers throughout their careers.

Using Data to Improve Equity

Presenter: Monica Young, Director for EASN

Description: Participants will learn about innovative ways that various states have used data to understand the equity gaps that exist in their states and how they plan to use data to monitor progress toward the reduction of these gaps. Participants also will discuss options for using data already collected to inform their understanding of equity gaps at state, district, and school levels, next steps that are required to implement these options, and supports that are needed for successful implementation.

SEA/IHE Collaboration on Teacher Preparation

Presenter: Lynn Holdheide, Deputy Director for GTL Center and Principal TA Consultant for AIR

Description: Improving teacher and leader preparation, policy, and practice may be a key strategy for states to consider as they seek innovative ways to improve equitable access. In a review of 49 state equity plans conducted by the EASN, over a third of the plans include strategies to improve educator preparation and certification, improve teacher mentorship, and improve or extend professional learning (34%, 33%, and 34%, respectively). In this session, participants will explore how well state requirements for preparation, licensure, mentoring and induction, and performance evaluation reinforce and support quality preparation, including the collaborative and coordinated roles needed between preparation programs and local education agencies (LEAs) to operationalize a professional learning system of support across an educator career continuum.

Promoting Reward, Recognition, and Career Advancement Through the Opportunity Culture Initiative

Presenter: Lucy Steiner, Senior Consulting Manager and Senior Vice President of Professional Learning and Leadership for Public Impact

Description: Lucy Steiner will describe the potential of staffing structure redesign to maximize the impact of a school's top teachers and give more high-need students access to great teaching. Participants will think beyond strategies aimed at increasing the number of great teachers in their schools to consider strategies that increase the average number of students reached by each of the great teachers currently available, either directly or by leading teams. They will learn about several options for offering excellent teachers meaningful career pathways in classroom-based roles with greater pay, within current budgets. In addition, participants will consider actions that the state can take to encourage and support the development of such career pathways and how current state policies might impede such efforts, with a focus on the role that the Texas Education Agency has taken to support this work. During the session, participants will have time to work in small groups to list steps that they can take to explore these strategies further.

The Transformative Role of Cultural Competence and Awareness

Presenter: Tammie Causey-Konaté, Deputy Director for SECC and Senior TA Consultant for AIR

Description: This session, informed by the 1989 seminal work of Cross et al. on cultural competence, will engage participants in a process meant to increase their awareness of diversity issues and their knowledge of the transformative role of cultural competence in furthering education policies, practices, and procedures that are equitable. In addition, participants will have the opportunity to discuss and generate strategies for promoting equity for educators and learners across the educational continuum.

SEA Panel Session

Panelists from among the state teams will help participants explore strategies to support LEAs in their efforts to improve educational equity. The panelists are Logan Searcy, Education Specialist (Alabama); Cindy Saxon, Associate Superintendent, Teacher and Leader Effectiveness (Georgia); Cerissa Neal, Executive Director, Educator Quality (Mississippi); Nancy Barbour, Director, District and School Transformation (North Carolina); Mary Hipp, Director, Office of Educator Services (South Carolina); and Tim Regal, Director, Educator Evaluation and Support (Texas).

General Session: Equitable Access Implementation Resources from the Center on Great Teachers and Leaders

Speaker: Lynn Holdheide, Deputy Director for the GTL Center and Principal TA Consultant for AIR

Description: Participants will learn about new resources to assist states in implementing their state plans to Ensure Equitable Access to Excellent Educators (Equity Plans) and how their use can be supplemented with technical assistance from the Council of Chief State School Officers (CCSSO), GTL Center, Southeast Comprehensive Center (SECC), Texas Comprehensive Center (TXCC), and other partners.

Speakers, Experts, and Facilitators

Speakers

Dan Brown

Dan Brown is a National Board Certified Teacher and Co-Director of Educators Rising. He taught for eight years in New York City and Washington, DC, and served as a teaching ambassador fellow in the Office of Secretary Arne Duncan at the U.S. Department of Education. He is the author of the memoir, *The Great Expectations School: A Rookie Year in the New Blackboard Jungle* (Skyhorse Publishing, 2011). His writing on education has appeared in *Educational Leadership*, *The Boston Globe*, *CNN.com*, *Education Week*, and *The New York Daily News*, among other publications. He contributed a chapter to *The American Public School Teacher: Past, Present, and Future* (Harvard Education Press, 2011). In 2013, he gave a TEDx talk titled, “Education in America” and in 2014, Mashable named him one of “10 Rockstar Teachers on Twitter.” He tweets @danbrownteacher. He holds degrees from New York University and Teachers College, Columbia University. He lives in the Washington, DC, area with his wife and two children.

Terry Holliday

Terry Holliday served as the Commissioner of Education for the Commonwealth of Kentucky from 2009–2015. During his tenure, the state was recognized as a leader in implementing college and career ready standards, assessments, and accountability. In addition, Kentucky showed significant improvements in high school graduation rates and college and career ready rates during his tenure. While commissioner of education, Dr. Holliday received recognition in a variety of areas, including being named 2009 North Carolina Superintendent of the Year; receiving the 2009 Grayson Medal for Innovation in Quality from the American Productivity Quality Council; being named the 2008 North Carolina Music Educators Association Superintendent of the Year; and being selected as a 2008 Friend of NCAAPERD, a physical education and health award. Prior to serving in Kentucky, he served as superintendent of Iredell-Statesville school district from 2002–2009. Dr. Holliday served as president of the board for the Council of Chief State School Officers in 2014 and as a member of the National Assessment Governing Board. He currently serves as a member of the Baldrige Board of Overseers. He earned a doctorate from the University of South Carolina, master’s degree and education specialist degree from Winthrop University, and a bachelor’s degree from Furman University.

Richard Woods

Richard Woods, State School Superintendent of the Georgia Department of Education, was born in Pensacola, Florida, and while growing up in a military family, lived in California, Hawaii, and Virginia before moving to Georgia. He graduated from Fitzgerald High School, and went on to receive a bachelor’s degree from Kennesaw State University and a master’s degree from Valdosta State University. He has over 22 years of preK through 12th grade experience in public education. He was a high school teacher for 14 years, serving as department chair and teacher mentor. During his tenure, he also was selected as Teacher of the Year. For eight years, he served in various administrative roles such as assistant principal, principal, curriculum director, testing coordinator, preK director, and alternative school director. He also brings a business background to the state school superintendent’s position, having been a purchasing agent for a national/multinational laser company and a former small business owner.

Experts

Darlene Brown

Darlene Brown is a Senior TA Consultant in AIR’s Education Program. Dr. Brown has more than 33 years of experience providing TA and PD to districts and SEAs. Dr. Brown has served as the state manager for Louisiana and as deputy director of the SECC. Currently, she leads needs-sensing and collaborative activities for the Regional Educational Laboratory Southwest (REL SW). Dr. Brown earned her doctorate and master’s degree in Educational Administration from the University of New Orleans. She also received her bachelor’s degree as a speech, language, and hearing specialist from Northeast Louisiana University, currently operating as the University of Louisiana at Monroe.

Tammie Causey-Konaté

Tammie Causey-Konaté is a Senior TA Consultant in AIR’s Education Program. Dr. Causey-Konaté has nearly 30 years of experience as a professional educator, with her years in K–12 and higher education divided equally. She presently serves as deputy director of the SECC. In this role, she supports SEAs in their efforts to further equity, school turnaround, and strategic communications. She also has worked with SEDL’s REL program as alliance liaison for the REL Southwest’s Educator Effectiveness Research Alliance and Louisiana Charter Schools Research Alliance. In addition, she has supported the REL Southeast’s multistate charter school alliance. Dr. Causey-Konaté has international and regional experience in developing

school leaders for urban and rural education contexts and guiding the development of research agendas informed by daily practice. Her practice hinges on the transformative role of culture in educational leadership and teacher preparation across the PK–16+ continuum and includes her service as a middle and high school teacher, a Teach for America (TFA) support director, an assistant dean, associate professor (tenured), accreditation coordinator, and doctoral program coordinator. Dr. Causey-Konaté earned her Ph.D. in Educational Administration from the University of New Orleans.

Lynn Holdheide

Lynn Holdheide is the Deputy Director for the GTL Center and a Principal TA Consultant for AIR with more than 10 years of experience in providing responsive TA of the highest quality to both SEAs and regional comprehensive centers. She also serves as the project manager to the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR Center) supported by the U.S. Department of Education, Office of Special Education Programs, and led by the University of Florida. Additionally, she serves as a TA facilitator and is on the systems change team for the National Center for Systemic Improvement. She is a veteran in providing TA through in-depth, face-to-face collaboration, as well as through online platforms and the development of customized resources that are directly responsive to state needs. With experience as a special education teacher, project coordinator, and education consultant at the Indiana Department of Education, Division of Exceptional Learners, she is sensitive to the needs of teachers of students with disabilities and has a deep understanding of the challenges that SEAs face in education reform. She also is well positioned to advance coherence and alignment across special education and educator quality reform initiatives. She holds a master's degree from Eastern Illinois University and an undergraduate degree in Special Education from Ohio State University.

Bill Horwath

As a Senior Consultant with Education First, Bill Horwath provides K–12 education strategy and policy consulting support to a variety of clients at the local, state, and national levels. Through the EASN, he helps states develop and implement educator equity plans to ensure the best teachers are serving the students who need them the most. He also managed the firm's work supporting states as they implemented reforms through their Race to the Top grants and helped school teams in Syracuse design new teacher leadership roles. Prior to consulting, Bill worked as an assistant superintendent in human resources for Boston Public Schools and the Houston Independent School District. He earned an M.B.A. and M.P.P. both from the University of Chicago, a B.A. in Public Policy from Duke University, and has completed the Broad Residency in Urban Education. He lives in Houston with his wife and two daughters.

Tery Medina

Tery J. Medina is Associate Director of the Southeastern Equity Center. She is a veteran educator with over 30 years of experience. She began her career in special education and early childhood education, became an English as a Second Language (ESL) teacher, adjunct professor of ESL and Bilingual Education (BE), and an equity consultant. She came to the U.S. as a Cuban refugee and has devoted much of her professional life to building bridges across cultural differences towards mutual respect and understanding.

Lucy Steiner

Lucy Steiner is a Senior Consulting Manager and the Senior Vice President of Professional Learning and Leadership with Public Impact. She spearheads implementation of Opportunity Culture models in schools and districts nationwide, leads complex projects, manages and develops consultants, and serves on the firm wide management team. Her work often provides a bridge between district leadership, school leadership, and instruction, and she works with project teams to deliver research, training, and consulting on a variety of critical education issues, including teacher and leader policy, school restructuring, and charter school policy. She also provides internal and national leadership on the professional learning and development of teachers, teacher-leaders, principals, and district leaders, in both district and charter school contexts.

Monica Young

Monica Young is Director of the U.S. Education Department-funded Equitable Access Support Network. In this role, she and her colleagues support states, districts, and other TA providers as they work to ensure equitable access to excellent educators for poor and minority students. Dr. Young has expertise in developing metrics and methodologies for educator, school, and district accountability systems and educator supply and demand while at the New York State Education Department. She also provided TA to districts in understanding and using growth measures and relevant data collection. Dr. Young previously taught graduate courses to preservice teachers in pedagogy, action research, statistics, and research methods, and undergraduate courses in physics and fluid mechanics, and has co-authored research in the field of science teacher beliefs, practices, and preparation.

Karen Wyler

Karen Wyler serves as the Georgia Department of Education's Teacher and Leader Effectiveness Induction and Higher

Education Evaluation Specialist. Dr. Wyler provides induction support for Georgia school districts, regional education service agencies (RESAs), and institutions of higher education. Additionally, she provides support for Georgia's college and universities with Georgia's Teacher Keys and Leader Keys Effectiveness Systems. Dr. Wyler's school level administrative and teaching experiences, coupled with her teacher and leader effectiveness work, have broadened her knowledge and understanding of all levels of education. She currently represents GaDOE on the state Network for Transforming Educator Preparation team, serves as the co-lead on Georgia's CEDAR Center teams, and serves as the state lead for the Georgia State Consortium of Educator Effectiveness team.

Facilitators

Shirley Carraway

Shirley Carraway is the North Carolina State Liaison for the SECC. Dr. Carraway provides TA and resource support to the North Carolina Department of Education to increase its capacity to support schools and districts to address Elementary and Secondary Education Act (ESEA) requirements and other student achievement goals. Previously, she served as the North Carolina liaison for the Appalachia Regional Comprehensive Center at Edvantia and as an executive coach for school leadership in five Kentucky school districts. Prior to retirement, Dr. Carraway was the superintendent of Orange County Schools in Hillsborough, North Carolina. Other positions include associate superintendent of educational programs and services, elementary and high school principal, and speech language clinician. She has served as a facilitator for the Southern Association for Colleges and Schools and a trainer and staff developer. Her higher education work includes facilitating the development of a Virtual Early College High School pilot program at East Carolina University, leading the Chancellor's Leadership Academy for faculty and staff, and serving as the principal investigator for a Teacher Quality Partnership Grant in the College of Education. Dr. Carraway earned an Ed.D. in Educational Leadership with a concentration in Adult Education from East Carolina University.

Glenda Copeland

Glenda Copeland is a Senior TA Consultant in the Education Program at AIR and the SECC State Liaison for Georgia. She works to build the capacity of state and regional education agencies to assist schools and districts in need of improvement. In this work, she oversees the planning and delivery of TA and training in Georgia. Her areas of expertise are mathematics, science, and school improvement. Working in other parts of the Southeast region, she assisted both the Mississippi and South Carolina SEAs in their review and revision of state instructional standards, curriculum documents, and units of study that are based on their state standards. She has assisted the Georgia Department of Education in identifying instructional improvement strategies, developing plans for PD in the use of those strategies for GaDOE staff who in turn work with local school staffs, designing an implementation plan for identified schools, and developing and implementing an evaluation plan to assess local implementation. She also participates in the development of portions of the state's evaluation and professional learning processes for teachers and leaders, and provides feedback on ways to improve the processes, which are now being implemented throughout the state. She earned an M.A., Special Education, Gifted and Talented; M.A., Special Education, Mental Retardation; and B.S., Secondary Education, from University of Alabama.

Don Doggett

Don Doggett is a Senior TA Consultant with AIR's Education Program and SECC State Liaison for South Carolina. He works to build the capacity of SEAs as they assist schools and districts. He leads efforts in needs sensing, planning, and coordinating the delivery of TA and training in South Carolina and other SECC states. He has more than 10 years of experience as both a principal and an assistant principal at the elementary and middle school level. As an administrator, he has guided instruction, developed professional learning communities, planned and facilitated staff development opportunities, managed district and state testing programs, recruited and evaluated staff, created afterschool programs, and coordinated mentoring programs and community partnerships. His interests include leadership, school improvement, school turnaround, reading and literacy, data-driven decision-making, change processes, professional learning communities, technology, and family and community engagement. His current doctoral work focuses on early literacy/early vocabulary development. He earned an M.Ed., Counseling and Guidance, and a B.A., Elementary Education, from Howard University.

Rita Ghazal

Rita Ghazal is a Senior TA Consultant in AIR's Education Program and a staff member with the TXCC. She leads state projects and task forces on teacher quality and educator effectiveness, teacher mentoring and induction, and educator equity. She collaborates with SEAs and assists them in strengthening their capacity to support high-quality implementation of teacher quality initiatives, policies, and programs. She also supports states in their efforts to create and maintain strong connections among state agency work streams and improve alignment across programs and policies. As a project lead for TXCC, her work focuses on supporting the Texas Education Agency (TEA) in implementing, scaling up, and sustaining statewide initiatives,

especially in the area of teacher quality and educator effectiveness. She managed and led Texas' redesign of its teacher standards and evaluation system. She led all phases of the process including developing the research framework, process for revision, use of key research, best practices and approaches, consultant services management, stakeholder convenings, national frameworks alignment analyses, feedback input collection, and supported communication and information dissemination. She also serves as the TXCC liaison to the Center on Great Teachers and Leaders, one of seven national content centers designed to supply research-based information to help states carry out federal and state education policies and programs. She earned an M.A. in Education Policy from Columbia University and B.A. in Elementary Education from University of Michigan.

Heidi Goertzen

Heidi Goertzen is a Senior TA Consultant with the Education Program at AIR. Dr. Goertzen's current work involves building capacity through TA to SEAs served by SECC. She serves as the SECC State Liaison to the Alabama State Department of Education (ALSDE) and leads and contributes to projects throughout the region. Her work focuses on SEA capacity building in strategic planning, program evaluation, and continuous improvement in the area of ELs. She also coordinates and participates in a data analytics project that supports the ALSDE research and development section with assessing the state's strategic plan for education. Dr. Goertzen has extensive experience working at state and district levels providing leadership and expertise in ELs including the design and implementation of the ALSDE EL-professional development academy and EL school improvement coaching initiative. Her dissertation research explored teacher quality in terms of teacher qualifications, characteristics, and practices as they relate to ELs. She earned a Ph.D., Ed.S., M.Ed., Administration of Elementary and Secondary Education, from Auburn University; M.S.Ed., Language Education/ESL, from Indiana University; and a B.A., English, from University of Texas at Austin.

Beth Howard-Brown

Beth Howard-Brown is a Principal TA Consultant in the Education Program at AIR and directs the SECC, which addresses state and local capacity building in school improvement and key content areas, including reading/literacy, mathematics, science, the use of scientifically based research, PD and teacher quality, and instructional strategies for specific populations. She also oversees SEDL's partnership with the REL Southeast at Florida State University. Dr. Howard-Brown has more than 20 years of experience working as an educator and assisting high schools in their reform efforts. She has served as a teacher, a coach, and an instructional leader in assisting staff in understanding and using local, state, and national data along with state and federal legislation to assess, monitor, and improve student achievement. Through her work, she has provided direct on-site TA to district- and school-level administrators and teachers in the areas of curriculum development, climate and culture, collaborative planning, and utilizing the best instructional practices for increasing student learning. Dr. Howard-Brown has worked in collaboration with the South Carolina Department of Education (SCDE) in providing direct support to low-performing schools and was instrumental in the development of the Palmetto Priority Schools/Turnaround initiative for the state. The initiative created a partnership zone for state-identified low-performing schools working to meet state and federal accountability standards. She earned an Ed.D., Curriculum and Instruction; Ed.S. and M.Ed., Educational Leadership, from the University of South Carolina, and M.Ed., Counselor Education and B.S., Mathematics Education, from South Carolina State University.

Jason LaTurner

Jason LaTurner is a Senior TA consultant with the Education Program at AIR and Interim Director of the TXCC. Dr. LaTurner's work focuses on evaluation capacity building for SEAs. Through the SECC and TXCC, he consults with SEA staff on developing evaluation plans and employing appropriate quantitative and qualitative research methods to study the effectiveness of a range of district and school improvement programs. This work includes using state and national longitudinal data systems and assisting staff in creating data collection tools, analyzing evaluation results, and developing presentations and workshops for state and district audiences. Other work includes providing training for school districts and others in the use of the Concerns-Based Adoption Model, focusing specifically on developing Innovation Configurations and helping systems use the Stages of Concern Questionnaire to guide decisions about implementation of new initiatives. Dr. LaTurner's expertise as an evaluation researcher and project manager includes more than 10 years of experience in scoping, assessing, and managing programs in educational and nonprofit settings. This experience ranges from preK to post-baccalaureate levels and includes designing and implementing both large- and small-scale evaluation studies. He earned a Ph.D., Sociology, from University of Texas at Austin; M.A., Higher Education and Student Affairs, from Bowling Green State; and B.A., Sociology, from Purdue University.

Robyn Madison-Harris

Robyn Madison-Harris is a Senior TA Consultant with the Education Program at AIR. In her role with the SECC, Dr. Madison-Harris plans and delivers TA and PD to the states served by the center as well as assisting them with school improvement and

turnaround efforts. Dr. Madison-Harris also serves as SECC liaison to the College and Career Readiness and Success Center. Her other responsibilities include assisting SECC clients with educational leadership development, leadership program review, accreditation rubric development, statewide system of support work, policy development, school improvement process revision, college and career preparedness, and Common Core State Standards alignment studies and pedagogical tutorial videos. She has more than five years of experience working with state and other education agencies to develop policy, training materials, and calculation tools related to accountability requirements in ESEA. Dr. Madison-Harris was a high school teacher for six years and taught English, African American literature and history, and publications. She earned an Ed.D., Organizational Leadership, from Nova Southeastern University; as well as an M.A., Administration and Supervision, and B.S., Secondary Education, from Southern University and A&M College, Baton Rouge, Louisiana.

Erin McCann

Erin McCann is a Senior Researcher with the Education Program at AIR. Dr. McCann's experience includes designing and implementing evaluation studies for federal, state, and local-level contracts with a general focus on examining factors that influence school turnaround initiatives and school improvement processes and practices. Dr. McCann currently leads a team of staff that provides research and evaluation TA to state and local educators. The work involves facilitating the development of logic models and evaluation plans, assisting in the creation of tools and timelines for data collection, and TA in analyzing, interpreting, and reporting evaluation results. She also develops presentations and workshops on evaluation topics for state and district audiences. Dr. McCann supervises the evaluation of the Southeast and Texas Comprehensive Centers and has led and/or worked collaboratively on a number of projects including evaluations of the Professional Teaching and Learning Cycle, Learning Forward's (formerly the National Staff Development Council) Standards Assessment Inventory (SAI), and the effectiveness of teacher PD programs. Prior to her work with AIR, Dr. McCann was an evaluation consultant and taught undergraduate and graduate courses at the University of Texas at Austin, Texas State University, and Austin Community College. Dr. McCann holds a Ph.D. in Educational Psychology from the University of Texas at Austin; M.Ed. in Counseling, Texas State University; and B.A. in Psychology, from University of Texas at Austin.

Debra L. Meibaum

Debra Meibaum is a Senior TA Consultant in AIR's Education Program and serves as Mississippi State Liaison for the SECC. She oversees the planning and delivery of TA and PD in Mississippi and assists in providing these services to other states served by the center. She has 35 years of experience in providing PD and technical assistance to intermediate, state, and local educators on multiple educational topics, including school improvement, best practices for instruction, educator evaluation, Response to Intervention, English learners, parental involvement, peer coaching, team building, needs assessment, and the ESEA. She has conducted extensive reviews of ESEA related statutes, regulations, requirements, and guidance documents. Previously, she worked at the Mississippi Department of Education for 13 years, where she provided and directed services to local school districts on English learners, national origin desegregation, race desegregation, gender equity, and special education. She also worked in the Mississippi and Louisiana public school systems at the school and district levels. She is certified in Mississippi as an elementary administrator and special subject supervisor. She earned an M.A.T, Speech Pathology, from Tulane University and a B.A. in Elementary Education and Speech Correction from Southeastern Louisiana University.

Concepcion Molina

Concepcion Molina is a Senior TA Consultant in the Education Program at AIR. Dr. Molina supports systemic reform efforts in mathematics and assists state and intermediate education agencies in their efforts to implement ESEA. His areas of expertise are mathematics and leadership. Tasks and projects include the planning, design, and delivery of comprehensive center regional forums and meetings; assisting states with the revision of their content standards; and designing and delivering PD to state agency staff on topics such as mathematics content, high school dropout prevention and reform models, systemic school reform, and math instruction for English learners. At SEDL, Dr. Molina's previous work has included using scientifically based research to guide the design, piloting, and delivery of mathematics PD to clients in the five-state Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST) region. In addition, he collaborated with other educational organizations and assisted in the dissemination of information that supported and promoted SCIMAST work. Previously, Dr. Molina was a high school math teacher for 14 years. He also has prior experience in higher education as a college representative and minority recruiter with Texas A&M University-College Station. Dr. Molina earned an Ed.D. from Texas A&M University-Corpus Christi, an M.S. in Educational Administration from Corpus Christi State University, and a B.S. in Educational Curriculum and Instruction from Texas A&M University-College Station.

John Spence

John Spence is a Senior TA Consultant in the Education Program at AIR. He has over 17 years of experience directing large-scale initiatives in public education with a solid track record of expanding operations, initiating and maintaining strategic partnerships, managing technical assistance and PD for educators, developing and sustaining meaningful relationships with key decision makers, supervising teams, writing and delivering reports, and presenting at regional, state, national, and international conferences. As the Deputy Director and State Liaison for TXCC, he coordinates with TEA staff to build capacity

for the implementation and administration of programs under ESEA. He leads TXCC's work supporting the Texas Expanded Learning Opportunities Council, the Texas Equity Plan, and he serves as a team member on the Texas Principal Evaluation and Support System. He is actively involved in supporting the Concerns-Based Adoption Model as a certified Levels of Use interviewer, and he leads an organizational initiative at AIR to provide coaching and team development using the Clifton StrengthsFinder. He earned an M.A. in History from Indiana University, Bloomington, and a B.A. in History with High Honors from Bates College.