



The Center on Education Policy at the George Washington University presents:

Building a Better Relationship between Education and Data:

Empowering Educators to Lead the Way in Using Data

Tuesday, March 17th, 9am-12pm

Jack Morton Auditorium, the George Washington University
805 21st Street NW, Washington, DC 20052

Despite the presence of technology and data in almost every aspect of our lives, the K-12 education sector is still grappling with how to effectively use data to support instruction and student learning. While some important progress has been made, many educators still need support—including time, training and resources—on how to manage and use data.

Help us move forward by joining the Center on Education Policy (CEP), in collaboration with Renaissance Learning and the Data Quality Campaign, for a conversation about empowering educators to lead the way in using data to improve classroom instruction and student learning. The conversation will look at state and local leadership on data use, including the benefits and challenges associated with new technologies that process and organize school data. Issues to be covered include:

- **Data and assessment literacy:** Empowering teachers and administrators
- **State leadership:** Creating the conditions and culture for effective data use
- **More than just numbers:** The power and potential of data visualization

Agenda

8:30am Light breakfast and registration

9:00am Welcoming Remarks

Presentations:

9:15am Mark Angel, Chief Technology Officer, Renaissance Learning

9:45am Brennan Parton, Associate Director, State Policy and Advocacy, Data Quality Campaign

Panel Discussion:

- 10:15am Moderated discussion featuring:
- Mark Angel, Chief Technology Officer, Renaissance Learning
- Brennan Parton, Associate Director of State Policy and Advocacy, Data Quality Campaign
- Dr. Rebecca Thessin, Graduate School of Education and Human Development,
 George Washington University
- Irina LaGrange, Principal, Tilden Middle School, Montgomery County, Maryland
- Elliott Asp, Special Assistant to the Commissioner, Colorado Department of Education
- Maria Voles Ferguson, Executive Director, Center on Education Policy (moderator)
- 11:15am Audience Q&A
- 11:50am Closing Remarks

Speakers' Bios

MARK A. ANGEL

Mark A. Angel is the chief technology officer for Renaissance Learning. Mark most recently served as general manager and vice president of Multi-Channel Solutions for Nuance Communications, Inc. Prior to that, he was executive vice president and chief technology officer of KANA Software and was general manager and chief technology officer for Kanisa Inc., a subsidiary of Ernst & Young, LLP. Angel was the founder and chief executive officer of Papyrus Technology, a Silicon Valley start-up company, which grew to become a global leader in graphical trading workstations and is now owned by Ernst & Young, LLP.

ELLIOTT ASP

Elliott Asp is special assistant to the Commissioner at the Colorado Department of Education. He has been a classroom teacher, in traditional and alternative settings, curriculum developer, university professor, and an administrator at the building and district level and has contributed

to books, edited volumes, and research and professional journals on a wide variety of subjects. Dr. Asp has consulted with school districts and educational agencies in a number of states on standards-based education and assessment design and has made numerous presentations to state and national audiences. Before joining the Department he was an assistant superintendent in the Douglas County and Cherry Creek School Districts and has held central office positions in Littleton and Aurora public schools, all in the Denver Metro Area. He has also served on a variety of state advisory boards and committees including: the Standards and Assessment Implementation Council (SADI), the Technical Advisory Committee for the Colorado Student Assessment Program, the Technical Advisory Group for Longitudinal Growth, and the Governor's P20 Education Advisory Council. He received his Ph.D. at Penn State University.

MARIA VOLES FERGUSON

Maria Voles Ferguson is the executive director of the Center on Education Policy (CEP) at the George Washington University (GWU) in Washington, DC, an independent nonprofit organization that studies and reports on the education policy and practice. CEP is a trusted, nonpartisan source for education research and analysis for policymakers, educators and the public. Ms. Ferguson oversees all of the Center's operations, outreach and research, and acts as chief fundraiser and spokesperson. Before coming to the CEP, Maria served as the vice president for policy at the Alliance for Excellent Education, director of the National School Boards Foundation, director of field operations for New American Schools and was a political appointee for the Clinton administration at the U.S. Department of Education, serving as the director of communication and outreach services for the U.S. Department of Education's Office of Elementary and Secondary Education. Ms. Ferguson began her career as a journalist, working for Cox Newspapers, the Associated Press, and *U.S. News & World Report* magazine.

IRINA LAGRANGE

Irina LaGrange is principal of Tilden Middle School in the Montgomery County Public Schools and a current doctoral student in the Educational Administration and Policy Studies program. She started her journey in education with Teach for America eighteen years ago and has had the pleasure of being an English teacher at both the middle and high school levels. She believes that strong partnerships between teachers and parents set the foundation for a positive and welcoming school environment that promotes engaging instruction while also nurturing the development of a healthy and balanced child. Mrs. LaGrange continues the tradition of excellence in teaching and learning to ensure that all students can continue their journeys as curious, confident, and eager life-long learners, both inside and outside the classroom.

BRENNAN PARTON

Brennan Parton is the associate director for state policy and advocacy for the Data Quality Campaign (DQC). She joined DQC in 2011 and focuses on ensuring academic success for all students through stakeholder access to and use of data. She focuses on such issues as financial data, educator data literacy, and the critical importance of effectively communicating about data and policy. She frequently travels to states to talk with state leaders about and advocates for the value of data to meeting education goals. Prior to joining DQC, Brennan worked at the State Collaborative on Reforming Education in Nashville, Tennessee, as a research and policy analyst. There she explored topics such as teacher effectiveness and professional development. During her graduate studies she worked for the Tennessee Comptroller's Office of Research and Education Accountability, researching virtual schooling and parental engagement in education. Brennan earned a bachelor's degree in political science from Vanderbilt University and a master's degree in public policy from Vanderbilt University's Peabody School of Education.

REBECCA THESSIN

Rebecca A. Thessin is currently an assistant professor of educational administration at the George Washington University Graduate School of Education and Human Development. She conducts research in the areas of instructional leadership, professional learning, school and district improvement, leadership preparation and urban school reform. Prior to her current position, she was most recently the chief school improvement officer for the Montgomery County, Maryland, Public Schools, and she also served as the associate superintendent for professional development and school support for this same district. In these roles, she coached principals and designed professional learning for administrators focused on leading effective professional learning to facilitate school improvement and close achievement gaps. Previously, she served as the director of school improvement and professional development in Stamford, Connecticut, where she led the district's implementation of an improvement process for professional learning communities. She also served in administrative positions in the Boston Public Schools and as a high school social studies teacher in Connecticut, Massachusetts, and West Virginia. Dr. Thessin holds a doctorate in the urban superintendency from the Harvard Graduate School of Education.