

Biographies for NCDPI Presenters at Teacher Effectiveness/New Accountability Model Focus Groups:

Dr. Rebecca Garland, Chief Academic Officer:

Rebecca Garland is the Chief Academic Officer for the Department of Public Instruction. Before assuming this position, Dr. Garland served as the Executive Director of the NC State Board of Education. In her thirty plus years in education, she has also been a teacher in the Harnett County School System, a DPI consultant in content and Gifted Education, a Director of Middle Schools/Arts/ and Gifted Education for Alamance-Burlington Schools, and an Associate Superintendent for Curriculum and Instruction for Orange County Schools. Dr. Garland holds a BA in History from UNC-G, a Master's in Education from Campbell University, and a Doctorate in Education Leadership from NC State University. In addition to serving a number of boards and commissions, she spends her time reading political thrillers and attending Wolfpack sports events. Dr. Garland is married and has one child who is a principal in a NC high school.

Angela Hinson Quick, Deputy Chief Academic Officer:

Ms. Quick was one of the first North Carolina Teaching Fellows and has served as a high school biology teacher, a director/principal at two math/science magnet high schools and a high school principal. She has experience in school districts in North and South Carolina and in Georgia. Ms. Quick was honored twice as a school Teacher of the Year and as the Watauga County School (North Carolina) Principal of the Year in 2007. She was selected as the Most Outstanding Young Educator of Moore County (North Carolina) in 1995. Ms. Quick has served on numerous science, math, and engineering education advisory boards, and, most recently, is serving on the panel of the Career Award for Science and Mathematics Teachers Selection Committee, The Burroughs Wellcome Fund. In addition, she participated in the US-China Partnership and Exchange in 2006. She is currently the Deputy Chief Academic Officer with the North Carolina Department of Public Instruction, with a B.S. from Appalachian State University, an M.S. from the University of South Carolina, and an Ed.S. from Cambridge College in Boston. In her new position, she has been charged with overseeing the revision of the *North Carolina K-12 Standard Course of Study*, implementing the Framework for Change assessment reform of the state's ABCs accountability model, and also worked with the committee responsible for North Carolina's Race to the Top (RttT) Grant application.

Dr. Tammy Howard, Director of Accountability Services

Dr. Tammy Howard is the Director of Accountability Services at the Department of Public Instruction. In her 13 years of experience in accountability, Dr. Howard has managed and developed projects in test development, testing policy, and testing logistics and operations in North Carolina and as the Director of Operations for state projects for the American Institutes for Research. Her education experience includes four years as a middle school English language arts and social studies teacher.

Dr. Lynne Johnson, Director of Education Recruitment and Development

For over twenty years, Dr. Johnson has served North Carolina as a teacher, assistant principal, principal, Executive Director for Curriculum and Professional Development and Chief Personnel Officer. Earning undergraduate and graduate degrees from UNC Chapel Hill, a doctoral degree from UNC Greensboro, Dr. Johnson has worked with educators in the Guilford, Wake, Chapel Hill - Carrboro, Durham, Chatham and Northampton county school systems. Developing and directing Leadership Programs for Aspiring Principals and New Principals, Lynne served as a Program Director for the Principals' Executive Program at the UNC Center for School Leadership Development. Currently, Dr. Johnson is the Director for Educator Recruitment and Development Division at the NC Department of Public Instruction. Dr. Johnson serves as the pillar leader for "Great Teachers and Leaders" for the Race to the Top Grant facilitating statewide professional development, teacher effectiveness, and educator evaluation processes.

Dr. Eliz Colbert, Lead Professional Development Consultant

Dr. Colbert has taught, led, and served the teachers and students of North Carolina for over 20 years. She taught for ten years as an early childhood teacher creating a multiage program for students' ages five through eight. In addition, she served six years as an elementary principal creating a school that represents a shift from the traditional hierarchical model of leadership found in most schools serving as one of two principals who shared administrative duties and directly taught. Dr. Colbert also worked as an urban middle school principal developing a project based learning program in partnership with local museums. She is currently working with the Department of Public Instruction in professional development. Key to her role is the deployment of the new evaluation systems for teachers and administrators which includes an online tool resulting in a paperless evaluation process. Dr. Colbert has a doctorate degree from Teachers College, Columbia University in addition to an undergraduate degree and graduate degree from UNC-Chapel Hill.

Mike Martin, Policy Analysts in Policy and Strategic Planning

Mike Martin taught high school math for 5 years. After teaching, he coached new teachers in public schools in Arkansas and Mississippi. He has 6 years of experience in teacher training and educational leadership. In his three years at the Department, Mr. Martin has been deeply involved in the work of the Accountability and Curriculum Reform Effort (ACRE) - North Carolina's project to change the content standards and the state assessment and accountability system. His professional interests include understanding how educational policies influence day-to-day life in schools and working to ensure policy aligns with the goal of educating every student.

Jennifer Preston, Race to the Top Project Coordinator for Teacher and Leader Effectiveness:

Ms. Preston graduated from Franklin & Marshall College in Pennsylvania with a degree in government and sociology. The focus of her thesis was No Child Left Behind and its implications for high school graduation rates. After graduation, Ms. Preston spent two years as a social studies teacher at Warren County High School in the northeastern part of the State. She then attended the Sanford School of Public Policy at Duke University and earned a Master of Public Policy with a focus on education policy. At Duke, her work focused on increasing graduation rates in North Carolina's rural schools. After serving as a research intern during the summer of 2010, Ms. Preston joined the North Carolina Department of Public Instruction full-time in December of 2010 as a Race to the Top Project Coordinator. Her work focuses on teacher and leader effectiveness, as well as the State's initiatives to increase educator effectiveness through innovative programs.