



EXCELLENCE FOR ALL

WORLD-CLASS INSTRUCTIONAL SYSTEMS FOR OUR SCHOOLS

APPENDIX

History Task Force Biographical Sketches – April 2014

Edward Lee Childress

Edward Lee Childress has been superintendent of the Corinth (MS) School District for 12 years. He led the Corinth School District in a reorganization of school campuses through the consolidation of services of four schools into two along with the passage of a \$12.8 million bond issue. The bond issue allowed the construction of the new Corinth Elementary School and numerous renovations at Corinth Middle School, which is located in a historic former high school building. Dr. Childress is a trustee for Mississippi Public Employees Retirement System representing public school and community college educators; serves as vice chairman of the Mississippi Commission on School Accreditation; serves as the president of the Program for Research and Evaluation in Public Schools; and sits on the board of directors of the Mississippi Association of School Superintendents and the Advisory Board for the Mississippi School for Math and Science.

Prior to becoming Corinth's superintendent, Dr. Childress served as a social studies teacher in the Clarksdale Public Schools and then became program manager for the Mississippi Department of Education's School Executive Management Institute, which provided training for over 2,000 Mississippi school administrators. He was also director of school improvement for the DeSoto County School District before serving for nine years as Assistant Superintendent for the Corinth School District. He is a graduate of Delta State University.

Richard V. Damms

Richard V. Damms is associate professor of history at Mississippi State University where he was recognized by the Mississippi Humanities Council as the university's "Humanities Teacher of the Year" for 2011. He specializes in United States political history and the history of American foreign relations and has published two books, *The Eisenhower Presidency* (Longman, 2002) and *Scientists and Statesmen: President Eisenhower's Science Advisers and National Security Policy* (Republic of Letters, forthcoming 2012). In the last decade, he has become increasingly involved in history education initiatives in Mississippi, directing a U.S. Department of Education Teaching American History Grant program for a consortium of schools headed by the Starkville Public School District (2003-6), serving a term as editor-in-chief of *Mississippi History NOW: the Online Journal of the Mississippi Historical Society* (which seeks to make recent scholarly research accessible to a high-school audience), and acting as a content specialist consultant for the Mississippi Department of Education during the drafting of the new (2010) U.S. History since 1877 curriculum and the development of related assessment tools. He currently chairs the Mississippi Historical Society's History in the

Schools Committee. He holds a Ph.D. in American History from The Ohio State University.

Mark Klobas

Mark Klobas is an instructor of history at Scottsdale Community College in Scottsdale, Arizona. A graduate of the University of Arizona, he received his Ph.D. in history from Texas A&M University. He has developed curriculum for a range of courses, from American history and world history, to specialized courses on English history, Irish History, and the history of the modern Middle East.

Glenn Manns

Glenn Manns is the Regional Social Studies Consultant for the South East Central Cooperative of Kentucky. He previously held the position of History Curriculum Specialist for the Ohio Valley Educational Cooperative, where he worked to implement Teaching American History Grants focused on improving student achievement and teacher knowledge in American history. He also served as president of the Kentucky Council for Social Studies from 2005 – 2007. He holds a B.A. in History from Berea College and an M.A. in School Administration from Eastern Kentucky University.

Kevin Olson

Kevin Olson is a partner in the law firm of Steptoe & Johnson LLP, a Washington D.C. firm with offices in Phoenix, Los Angeles, New York, Chicago, London, Brussels and Beijing. He practices in the firm's business solutions group. His work is in the areas of general corporate advice, start-up and later stage financings, securities and corporate finance, mergers and acquisitions, and other commercial transactions. Mr. Olson represents clients in many industries, including consumer electronics, alternative energy, food distribution, and technology. He is also a member of the Securities Section of the State Bar of Arizona (for which he is a past chairman) and the Business Section of the State Bar of Arizona (for which he is also a past chairman).

Jennifer Pesato-Farrlley

Jennifer Pesato-Farrlley serves as the Arizona Department of Education's Social Studies Specialist. She has twelve years of experience teaching World History, AP World History and AP European History at the high school level. She has previously served as a district-level K-12 Director of Curriculum, and is in the process of completing an Ed.D. in curriculum and instruction from Northern Arizona University.

Shelley Thomas

Shelley Thomas is an assistant professor at the University of Louisville where she teaches courses in cross cultural competence, public schools in America, and social studies methods. Her research is in the areas of culturally responsive teaching within specific

teaching and teacher education contexts. Prior to joining the faculty at the University of Louisville, Dr. Thomas taught high school social studies, including courses in U.S. History, African-American History and geography in the Jefferson County (Kentucky) public schools. She holds a doctorate in curriculum and teaching from Teachers College, Columbia University.

Advisors

Lloyd Bond

Lloyd Bond is a consulting scholar with the Carnegie Foundation for the Advancement of Teaching and emeritus professor of education at the University of North Carolina, Greensboro. From 2002 to 2008 he was a senior scholar at Carnegie working in the area of assessment across several Carnegie Foundation programs. Dr. Bond has published widely in the area of assessment, measurement theory and testing policy and has made fundamental contributions to the literature on measuring complex performance and cognitive process underlying test performance. He has held editorial positions on the leading journals in educational and psychological measurement and serves on numerous commissions and panels devoted to testing and testing policy. He is currently a member of the Data Analysis Committee of the National Assessment of Educational Progress (NAEP) and the Psychometric Panel of The College Board. Previously he served on the National Academy of Sciences' Committee on Indicators of Science and Mathematics Education and their Committee on Science Assessment Standards. A fellow of both The American Psychological Association (APA) and the American Educational Research Association (AERA), he is the recipient of numerous honors and awards, including the Presidential Citation from AERA for Contributions to Educational Measurement and an APA Distinguished Service Award for his work on the Joint Standards for Educational and Psychological Testing. He has served as a trustee for The College Board, and currently sits on the boards of the Human Resources Research Organization and the National Center for Research on Evaluation, Standards & Student Testing. Dr. Bond obtained a Ph.D. in Psychology from the Johns Hopkins University, specializing in psychometrics and quantitative methods. He taught test theory and psychometrics at the University of Pittsburgh, and at the University of North Carolina, Greensboro.

Avishag (Abby) Reisman

Avishag (Abby) Reisman is a visiting professor at Teachers College, Columbia University. She was formerly a senior researcher at the National Center for Research on Evaluation, Standards, & Student Testing (CRESST) at UCLA. Dr. Reisman was the project director for "Reading Like a Historian" in San Francisco, the first extended history curriculum intervention in urban high schools. Her work on the project has appeared in *Cognition and Instruction* (2012) and the *Journal of Curriculum Studies* (2012). Her dissertation, which emerged from this project, won the 2011 Larry Metcalf Award from the National Council of the Social Studies. She played a key role in the research and development of "Historical Thinking Matters," and designed the history curriculum website for the Bill Lane Center for the Study of the North American West.