



Wyoming Department of Education

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MEMORANDUM NO. 2011-104

TO: District Superintendents
FROM: Cindy Hill
DATE: August 1, 2011
SUBJECT: Director of Assessment

Director of Assessment

I am pleased to announce that Dr. Paul Williams will join the Wyoming Department of Education (WDE) as the Director of Assessment during our transitional period--approximately 18 months.

As a true scholar-practitioner, Paul comes to Wyoming with high acclaim and varied accomplishments in the field of assessment. He has held many senior-level positions within well-known and well-respected organizations. I have attached his résumé so that you may join me and our leadership team as we begin the process of imagining how his knowledge, energy, and vision will coalesce in a way that strengthens Wyoming's educational system.

Please join me in welcoming Paul to the WDE team.

If you have questions, please contact Jerry Zellars, Public Information Officer, Jerry.Zellars@wyo.gov or 307-777-6386.

Attachment

PAUL L. WILLIAMS

EDUCATION

Ed. D., Measurement and Research, and Social Studies Curriculum and Instruction
University of Virginia, Charlottesville, VA

M. Ed., Curriculum and Instruction
University of Virginia, Charlottesville, VA

B.A., History and Political Science
Virginia Commonwealth University, Richmond, VA

PROFESSIONAL EXPERIENCE

American Institutes for Research Assignments (2000–2010)

Managing Research Scientist and Director of AIR Sacramento Office (2000-2010) - Retired

As the Director for the John C. Flanagan Research Center-Sacramento Office, provide a leadership role on education assessment efforts at AIR. Manage Sacramento office financials and staff, including planning, budget, hiring, and project oversight. Assign staff to activities and run day-to-day program operations. Work with staff to ensure that activities are completed on time, within budgetary limits, and according to quality assurance standards. Directed the following projects:

Corporate Project Manager and Project Director for the South Carolina High School Assessment Program (HSAP)

Direct and manage all project activities for AIR's stewardship of the HSAP, including item development, test production and administration, analysis, reporting, and standard setting. Coordinate all project planning, scheduling, budget, and financial activities and provide program and policy support to South Carolina Department of Education (SCDE). Report to SCDE in weekly update meetings and submit monthly reports on the status of project activities. Represent AIR at meetings of the State Board of Education, the Technical Advisory Committee (TAC), and LEA focus groups; coordinate activities with the external evaluator. Coordinate subcontractors to provide all deliverables to SCDE.

Corporate Project Director for the South Carolina End of Course Examination Program (EOCEP)

Supervise the management of all project activities for AIR's stewardship of the EOCEP, including item development, test production and administration, analysis, reporting, and standard setting. Direct project planning, scheduling, budget, and financial activities and provide program and policy support to SCDE. Represent AIR at meetings of the State Board of Education, the Technical Advisory Committee (TAC), and LEA focus groups; coordinate activities with the external evaluator. Ensure that AIR is providing all required services and products. Serve as corporate-level contact with SDE.

Corporate Project Director for the South Carolina Alternate Assessment Program –

Provide project management for the design, development, production, administration, psychometrics, scoring, and reporting of the South Carolina Alternate Assessment Program (SC-Alt) for students with severe disabilities. Direct project planning, scheduling, budget, and financial activities and provide program and policy support to

SCDE. Represent AIR at meetings of the State Board of Education, the Technical Advisory Committee (TAC), and LEA focus groups; coordinate activities with the external evaluator.

Project Director for the California High School Exit Examination (CAHSEE)

Directed and managed all project activities for AIR's stewardship of the CAHSEE, including item development, test production and administration, analysis, reporting, and standard setting. Coordinated all project planning, scheduling, budget, and financial activities and provide program and policy support to the California Department of Education (CDE). Reported to CDE in weekly update meetings and submitted monthly reports on the status of project activities. Represented AIR at meetings of the State Board of Education, the Technical Study Group, and LEA focus groups; coordinated activities with the external evaluator. Conducted internal Technical Advisory meetings and coordinated subcontractors to provide all deliverables to CDE.

Project Director Ohio Statewide K-5 Assessment Program

Directed and managed all project activities for AIR's stewardship of the Ohio K-5 assessment program, including item development, test production and administration, analysis, reporting, and standard setting. Coordinated all project planning, scheduling, budget, and financial activities and provide program and policy support to the Ohio Department of Education (ODE). Reported to ODE in weekly update meetings and submitted monthly reports on the status of project activities. Represented AIR at meetings of the State Board of Education and the Technical Advisory Committee (TAC); coordinated activities with the external evaluator; Conducted internal Technical Advisory meetings and coordinated subcontractors to provide all deliverables to ODE.

Technical Assistance to the Zambian Examinations Council

Consulted with the Examinations Council staff to explore the possible use of alternative and innovative assessment methodologies in the Zambian educational environment, and to prepare a strategic vision for assessment-related activities in Zambia and to identify specific tasks and desired outcomes that can be pursued.

Specific activities included:

- A review of documents provided by the Ministry of Education (MOE), the Examinations Council, USAID, and other relevant participants to gain familiarity with extant practices in assessment -- i.e., the exam cycle and the use of alternative methodologies such as continuous assessment; meet with appropriate officials (to be determined with the MOE and USAID) to clarify the type of assessment information useful at both national and local levels and the source of that information.
- Identification of the types of skills and professional capacity that exists within the Zambian education sector with respect to testing, measurement and assessment -- both quantitative and qualitative. Determine where additional assessment skill development and knowledge bases need to be enhanced.

Westat, Inc. (1999–2000)

Senior Study Director

Managed major projects, contract acquisition, contract pricing, test development, and psychometric services. Directed National Science Foundation Project at nuclear laboratories. Designed and implemented new psychometric services capacity. Directed research and psychometric services for Getty Foundation-sponsored assessment in the fine arts.

American Statistical Association, Washington, D.C. (1999)

Research Fellow

Advised the Commissioner and Associate Commissioner of the National Center for Education Statistics (NCES) on policy and planning for the National Assessment of Educational Progress (NAEP), particularly focused on NAEP efficiencies and improvements.

Educational Testing Service (1992–1998)

Executive Director – Center for the Assessment of Educational Progress

Performed administrative and managerial functions in support of all Assessment Center projects. Financial and supervisory responsibility of over \$200,000,000 in project funds and departmental budgets in excess of \$20,000,000 per annum. Directed all Center activities, contract acquisition, negotiation, implementation, test development, scoring, and reporting. Negotiated teaming arrangements for the Assessment Center. Directed forty line staff and thirty-five project staff in item and test development, psychometrics, and report design, writing, and production for projects that included the National Assessment of Educational Progress (NAEP); the Southern Regional Education Board (SREB) assessment program; and the ETS Algebra End-of-Course Assessment. Represented NAEP at meetings of the National Assessment Governing Board (NAGB); presented NAEP updates and issues to NAGB and to the NAEP Technical Advisory Committee. Directed resolution of programmatic and policy issues with NCES.

Director of Test Development and NAEP Project Director

Directed all test development activities for the National Assessment of Educational Progress. Designed and directed item development and review procedures. Directed test form design and construction. Directed all bias reviews and implemented cognitive laboratories. Evaluated item quality from field tests using advanced Classical and IRT analyses. Contributed to and wrote NAEP reports. Primary contact for sponsoring agency – the National Center for Education Statistics (NCES). Monitored all project budgets.

Soros Foundation Grant – Improving Educational Assessment in Former Soviet Bloc Countries

Administered and participated in a series of workshops conducted to present current approaches to assessment development and psychometrics in former Soviet republics. Advised participating countries on a series of assessment topics that included test and item development, psychometrics, validity, reliability, and scaling and equating.

Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa – Florence, Italy

Conducted seminar on assessment practice, assessment methods, and uses of student assessment data.

CTB/McGraw-Hill (1985–1992)

Director of Research and Measurement

Supervised research and measurement policy and operations for norm-referenced, contract, and customized assessment programs. Managed budget, program planning, and administration/supervision of five operational units containing over 50 staff members. Supervised norming, bias, equating, other technical studies, and sampling and data collection for CTBS/4 and CAT5. Directed custom contracts item and test development and psychometrics, including: the National Council of State Boards of Nursing certification examination (the NCLEX Examination), the California Architects Certification Examination, the Maryland State Performance Assessment Program; the

Indiana statewide assessment program; the Kentucky statewide assessment program; and the Tennessee statewide assessment program.

Maryland State Department of Education (1980–1985)

Chief, Program Assessment Branch, Division of Instruction

Managed the design, implementation, and administration of the statewide graduation competency and norm-referenced testing programs. Provided leadership, administrative support, and guidance in research, evaluation, and testing to the Department, LEAs, and professional staff.

Developed and implemented innovative technical applications for statewide graduation tests in reading, mathematics, and citizenship that included: item specifications for instructional applications, domain score estimation procedures for the invariance of “subtest” scores, IRT-based revision of coefficient kappa (misclassification probabilities) and calibration and equating models for constructed-response items.

Virginia State Department of Education (1977–1980)

Supervisor, Test Development and Research

Managed all test and item development activities for the Virginia Statewide Assessment Program. Designed and implemented the first large-scale, statewide application of tests developed, constructed, equated, and scored using Item Response Theory.

Henrico County, Virginia Public Schools (1970-1977)

Held positions that included classroom teacher, interim assistant high school principal, and district test coordinator.

Technical Advisory Positions

Massachusetts State Department of Education (January 2011 - present).

Serve as a member of the Technical Advisory Committee (TAC) for the Massachusetts Tests for Educational Licensure (MTEL).

American Statistical Association, Washington, D.C. (1999). *Research Fellow*

Advised the Commissioner and Associate Commissioner of the National Center for Education Statistics (NCES) on policy and planning for the National Assessment of Educational Progress (NAEP), particularly focused on NAEP efficiencies and improvements.

Georgia State Department of Education (1980-85).

Member, Technical Advisory Committee for the Georgia statewide assessment program.

PUBLICATIONS

- Ferrara, S., Phillips, G., Williams, P., Leinwand, S., Mahoney, S., & Ahadi, S. (2007). Vertically articulated performance standards: An exploratory study of inferences about achievement and growth. In R. Lissitz (Ed.), *Assessing and modeling cognitive development in school* (pp. 31-63). Maple Grove, MN: JAM Press.
- Williams, P.L., Lazer, S., Reese, C.M., Carr, P. (1996). NAEP 1994 History: A First Look. Washington, D.C: National Center for Education Statistics, Office of Educational Research and Improvement.
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- Phillips, G W., Mullis, I. V. S., Bourque, M. L., Williams, P. L., Hambleton, R. K., Owen, E. H., & Barton, P. E. (1993). Interpreting NAEP Scales. Washington, DC: Office of Educational Research and Improvement, National Center for Education Statistics.
- Williams, P. L. and Slawski, E.J. (1993). Educational policy and assessment standards: Can they ever meet? *Measurement and Evaluation in Counseling Development*, 26. 59-63.
- Williams, P.L. (1989). Using custom-made achievement tests. In L. M. Rudner, J. C. Conoley & B. S. Plake (Eds.) *Understanding Achievement Tests: A Guide for School Administrators*. Washington, DC: The ERIC Clearinghouse on Tests, Measurement and Evaluation, American Institutes for Research. 69-76.
- Williams, P. L. (1988). The time-bound nature of norms: Understandings and misunderstandings. *Educational Measurement: Issues and Practice*, 7. 18-21.
- Williams, P. L. (1986). Review of the Standards for Education and Psychological Testing. *Journal of Educational Measurement*, 23.
- Popham, W. J., Cruse, K. L., Rankin, S. C., & Williams, P. L. (1985). Measurement-driven instruction: It's on the road. *Phi Delta Kappa*, 66. 628-634.
- Williams, P. L. (1984). *Educational Measurement: Issues and Practice*, 3. Organizer of thematic issue on writing assessment.
- Meredith, V. H. & Williams, P.L (1984). Issues in direct writing assessment: Problem identification and control. *Educational Measurement: Issues and Practice*, 3. 11-15, 35.
- Hermann, F. & Williams, P. L. (1984). Writing assessment in Maryland. *Educational Measurement: Issues and Practice*, 3. 23-24.
- Williams, P.L. (1982). Using latent trait theory in minimum competency testing programs. In J. H. Neal and S. W. Goldwasser (Eds.) *Minimum Competency Education: Issues, Methodology, and Policy for Local School Systems*. Atlanta: Georgia State University Press.
- Moore, J. R. & Williams, P. L., Eds. (1980). Criterion-referenced testing for the social studies. (Bulletin No. 64). Washington, DC: National Council for the Social Studies.
- Moore, J. R. & Williams, P. L. (1980). Trends in social studies curricula and graduation competencies. *Theory and Research in Social Education*, 8. 15-20.
- Williams, P L., Moore, J.R., & Smith, L. W. (1978). Criterion-referenced testing and competency-based education: Status and issues. *Ohio Journal of Social Studies*, 14. 18-22.

Report on the Utilization of the NCSS Curriculum Guidelines for Large-Scale Assessment Programs (1978). (with J. R. Moore and K. F. Fox) Washington, DC: National Council for the Social Studies.

Williams, P.L. & Callahan, C. M. (1978). Social studies teacher perceptions of the usefulness of particular item types to assess selected cognitive outcomes. *Journal of Social Sciences Research*, 2. 36-41.