

INTERNATIONAL ASSESSMENTS PANEL BIOS



Peggy G. Carr is Acting Commissioner of the National Center for Education Statistics (NCES), the principal U.S. federal statistical agency for collecting education data and reporting on the condition of education in the United States and internationally. NCES is congressionally mandated to administer the National Assessment of Educational Progress (NAEP) and is responsible for administration of international assessments within the United States, including the Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). Dr. Carr also continues to serve as Associate Commissioner of the Assessment Division for NCES, a role she has held for nearly 20 years. Dr. Carr received her B.S. in Psychology, with a concentration in statistics, from North Carolina

Central University and M.S. and Ph.D. degrees in developmental psychology from Howard University. She has also served as the Chief Statistician for the Office for Civil Rights at the Department of Education. Dr. Carr has published in a variety of areas including child psychology, social psychology, experimental psychology, biostatistics, student achievement, and assessment methodology.



Honorable John Engler, Governing Board Chair and former Governor of Michigan, recently retired as president of the Business Roundtable, a group of nearly 200 chief executives of major U.S. corporations that collectively employ more than 15 million people and take in more than \$6 trillion in annual revenue. Previously, he was president and CEO of the National Association of Manufacturers. Governor Engler is a former Governing Board member and a member of the NAEP 12th Grade Preparedness Commission. He served as the 46th governor of Michigan from 1991 to 2003 and previously served in the state legislature for 20 years, including 7 years as state Senate majority leader.



Dr. Dirk Hastedt is the Executive Director of the International Association for the Evaluation of Educational Achievement (IEA). He was previously Co-Director of the IEA Hamburg (formerly IEA DPC) based in Hamburg, Germany, since 2001, where he was responsible for the center's international field of work. He oversees the IEA's operations, studies, and services and drives the overall strategic vision of IEA.

Dr. Hastedt joined the IEA Germany foundation in 1989 to work for the IEA Reading Literacy Study and TIMSS 1995, and from 1997 held the position of a Senior Researcher at the IEA DPC. From 2003 to 2005 he was project manager for TIMSS 1999. Since 2001, he is responsible for the data processing for, amongst other studies, TIMSS 2003 and 2007, and PIRLS 2006. Dr. Hastedt serves as the acting chair of the IEA Technical Executive Group (TEG), and is also co-editor in chief of the IEA-ETS-R Research Institute's journal *Large-Scale Assessments in Education*. He holds a Ph.D. from the University of Vienna.

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Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD). As a key member of the OECD's Senior Management team, he supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. In addition to policy and country reviews, he oversees the Programme for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Skills Strategy, the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES).

Before joining the OECD, Mr. Schleicher was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary Professorship at the University of Heidelberg.



William H. Schmidt is a University Distinguished Professor at Michigan State University and director of the Center for the Study of Curriculum. He serves as co-director of the Education Policy Center and holds faculty appointments in Statistics and Education. Previously he served as National Research Coordinator and Executive Director of the US National Center which oversaw participation of the United States in the IEA sponsored Third International Mathematics and Science Study (TIMSS). He has published in numerous journals including the *Journal of the American Statistical Association*, *Journal of Educational Statistics*, *EEPA*, and the *Journal of Educational Measurement*. He has co-authored eight books including **Why Schools Matter, Teacher Education Matters, and Inequality for All**. His current writing and research concerns issues of academic content in K-12 schooling, assessment, and the effects of curriculum on academic achievement, along with educational policy related to mathematics, science, and testing in general. Dr. Schmidt received the 1998 Willard Jacobson Lectureship from The New York Academy of Sciences and is a member of the National Academy of Education. In 2009 he was elected in the first group of Fellows in the American Educational Research Association. Dr. Schmidt served on the Steering Committee for Review of the Evaluation Data on the Effectiveness of NSF-Supported Mathematics Curriculum Materials. He received his A.B. in mathematics from Concordia College in River Forrest, IL and his Ph.D. from the University of Chicago in psychometrics and applied statistics. He was also awarded an honorary doctorate degree from Concordia University in 1997.

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Petra Stanat is Academic Director, Institute for Educational Quality Improvement, Humboldt-Universität zu Berlin. Since 2010, Petra Stanat is director of the Institute for Educational Quality Improvement (IQB) at the Humboldt-Universität zu Berlin. She received her master's degree (diplom) in psychology at the Freie Universität Berlin in 1992. In 1998, she completed her Ph.D. in social and personality psychology at the University of Massachusetts at Amherst. Subsequently, Dr. Stanat worked as a research scientist at the Max Planck Institute for Human Development in Berlin, where she managed the international part of the first cycle of the OECD's Programme for International Student Assessment (PISA) for Germany. Prior to this work, she was professor for research on learning and instruction at Friedrich-Alexander Universität Erlangen-Nürnberg, and professor of educational science at the Freie Universität Berlin (2007–2010). Dr. Stanat's research activities focus on conditions and support measures of immigrant students' educational success, especially regarding second language acquisition and its facilitation. She is member of the DFG-Fachkollegium Erziehungswissenschaft [Review board Education Sciences of the German Research Foundation], member of the Advisory Board of the Bundesinstitut bifie (Bildungsforschung, Innovation & Entwicklung des österreichischen Schulwesens) [Federal Institute bifie (Educational Science, Innovation & Development in the Austrian Educational System)] and member of the Editorial Board of the Zeitschrift für Pädagogik [Journal of Education].