

NMPED Technical Advisory Committee

TAC Member Name/Email	Professional Biography
Edynn Sato, PhD (CHAIR)	Edynn Sato has more than 25 years of experience in education research and development, evaluation, training, technical assistance, and management. Her focus has been on making learning inclusive, accessible, and equitable, and her research, development, and consultation have affected practice and policy in the U.S. and abroad. Currently, she works as an independent consultant for her own company, Sato Education Consulting LLC. Recent and current work include: peer review of evidence for state assessment systems; management and development of English language proficiency standards for English learners with significant cognitive disabilities; facilitation and development of a Theory of Action, Logic Model, and technical manual related to English language development; and evaluation of accommodations for English learners.
Scott Marion, PhD	Scott Marion partners with Associate Director Chris Domaleski to manage the operations of the Center for Assessment, and he works closely with the Center Board of Directors to establish the long- and short-term strategic direction of the organization. He is also actively engaged with Center clients; his projects include designing and supporting states in implementing assessment and accountability reforms, developing and implementing educator evaluation systems, and designing and implementing high quality, locally-designed performance-based assessments. He is a national leader in designing innovative and comprehensive assessment systems to support instructional and accountability uses, including helping states and districts design systems of assessments for evaluating student learning of identified competencies. Scott coordinates and/or serves on five district or state Technical Advisory Committees (TACs).
Richard Brown, PhD	Richard S. Brown is the Founder and CEO of West Coast Analytics, a research and consulting firm, and the Chief Research Scientist with the National Math + Science Initiative. Formerly, he held faculty posts in the USC Rossier School of Education and the

	<p>Department of Education, University of California, Irvine. At both USC and UCI, he taught courses in educational measurement, advanced statistics, and research methodology. Previously, he worked as Senior Researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. His work at CRESST involved providing technical expertise on two large-scale public school assessment initiatives, specifically in the areas of test development, measurement, and performance standard setting.</p>
<p>Suchint Sarangarm, PhD</p>	<p>Suchint Sarangarm has more than 30 years of experience encompassing instruction, research, evaluation, administration and consultation from elementary level to graduate school, both in Thailand and the United States. At the collegiate level in Thailand, he was the Department Head for Research and Evaluation, where he also taught statistics, research and evaluation to pre-service and in-service teachers. He worked in Las Cruces Public Schools (LCPS) as the Director of Assessment and Research for 12 years. After LCPS, he had an opportunity to serve the Roswell community for 14 years, 8 years as an Assistant Superintendent for Assessment, Research and Technology and 6 years as a consultant for accountability, teacher evaluation and data analysis. In 2012, he was employed with Hobbs Municipal Schools (HMS) as the Associate Superintendent of Assessment and Data Analysis. In 2015, he established a Data Dashboard to clearly communicate student achievement results with Hobbs' teachers and administrators, to give a clear understanding of New Mexico state standards, and to find a cost effective way to get the information out to stakeholders in a quick and efficient manner.</p>
<p>Sheryl Lazarus, PhD</p>	<p>Sheryl Lazarus is associate director of the National Center on Educational Outcomes (NCEO) at the University of Minnesota. She provide technical assistance to states, and conducts research on, issues related to the inclusion of all students, including students with disabilities, English learners (ELs), and ELs with disabilities in assessments. Areas of focus include student participation, accessibility and accommodations, alternate assessments, technology enhanced assessments, graduation policies and diploma options. Her work covers the span of assessments in a comprehensive assessment system (e.g., large-scale assessments, interim/benchmark assessments, formative assessments).</p>

	<p>Dr. Lazarus is also the Director of TIES Center, which is the National Technical Assistance Center on Inclusive Policies and Practices for Students with the Most Significant Disabilities. She has a Ph.D. in Educational Policy and Administration from the University of Minnesota, with a minor in Agricultural and Applied Economics. Dr. Lazarus also holds a K-12 Minnesota principal's license. She has published numerous journal articles, book chapters, reports, and training materials. Dr. Lazarus serves on the assessment Technical Advisory Committees (TACs) of several states.</p>
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