



*Candidate Name: Debbie Durrence*

*Candidate Statement.*

The National Council on Measurement in Education plays a critical role by providing guidance and best practices in the field of testing and educational measurement, which are integral components of my responsibilities as Executive Director of Accountability and Assessment with Gwinnett County Public Schools. Having worked in the largest district in Georgia and one of the largest in the country for the last 20 years, I've experienced the incredible impact effective measurement has on both teacher instruction and student learning. As early as the mid-1990s, Gwinnett County Public Schools began the implementation of a comprehensive system of assessments that measured student understanding and application of the district's curriculum standards, Academic Knowledge and Skills. In 2003 I worked with a team to develop an internal student assessment reporting tool that enabled both teachers and building leaders to view assessment information for their students. This work continues to evolve to provide various forms of measurement data on our students, including both formative and summative assessments and curriculum embedded performance assessments.

After receiving my undergraduate education degree at the University of Georgia, I pursued a master's degree at Brenau University in the field of Interrelated Special Education. Within the degree program, I had the opportunity to focus on the area of tests and measurements. Following completion of that program, I worked as an adjunct, teaching undergraduate assessment and classroom management courses for that institution. I returned to the University of Georgia to complete my doctoral studies in Educational Leadership with a dissertation focus on measuring the effectiveness of training school staff in the use of assessment reporting tools.

In my current role, I lead a team that develops, administers and reports the results of our balanced assessment program. Since assuming this role, I've had the opportunity to participate in NCME conferences, and will be presenting at the 2017 Special Conference on Classroom Assessment. In addition, I've served on a variety of advisory groups related to assessment within the state of Georgia.

In this era of discontent with assessment in general, I'd like to see NCME take an active role in working to change the perception of student assessment in all its various forms. Measurement of student knowledge is one of the keys to ensuring that teachers, parents and the community at large have actionable information that can be used to maximize the potential for every student.