

## South Carolina Department of Education Technical Advisory Committee Member List

The South Carolina Department of Education Technical Advisory Committee (TAC) is a committee of professionals with expertise in diverse areas including operational psychometrics, state and federal accountability, and special populations. The purpose of the TAC is to provide feedback and recommendations for the more challenging issues that may arise in the development and administration of state assessments.

### 2025-2026 Technical Advisory Committee Members

Name	Title
Chris Domaleski	Executive Director at the National Center for the Improvement of Educational Assessment (Center for Assessment)
Chris DiStefano	Associate Professor of Educational Psychology and Research at the University of South Carolina
Dorinda Gallant	Associate Professor of Quantitative Research, Evaluation and Measurement in the Department of Educational Studies in the College of Education and Human Ecology at The Ohio State University
Laura Hamilton	Senior Associate at the National Center for the Improvement of Educational Assessment (Center for Assessment)
Leslie Keng	Director of Psychometrics at the National Board of Medical Examiners
Suzanne Lane	Professor Emeritus in the Research Methodology Program at the University of Pittsburgh
Kyndra Middleton	Professor of Educational Psychology and Chair of the Department of Human Development and Psychoeducational Studies at Howard University
Stephen Pruitt	President of the Southern Association of Colleges and Schools Commission on Colleges
Martha Thurlow	Senior Researcher at the National Center on Educational Outcomes at the University of Minnesota

### Chris Domaleski

Chris Domaleski is a nationally recognized leader in the design, implementation, and evaluation of assessment and accountability systems. He serves as Executive Director of the National Center for the Improvement of Educational Assessment (Center for Assessment). Prior to joining the Center, Chris served as Associate Superintendent for Assessment and Accountability at the Georgia Department of Education, where he led the development and administration of Georgia’s K–12 statewide assessment and accountability systems.



In his current role, Chris partners with multiple states to design, implement, and evaluate technically sound assessment and accountability frameworks. He serves on several state technical advisory committees, co-coordinates the Council of Chief State School Officers (CCSSO) State Collaborative on Accountability Systems and Reporting, and regularly provides technical guidance to state and national agencies, organizations, and policymakers.

Chris earned his Ph.D. in Research, Measurement, and Statistics from Georgia State University. He has taught numerous graduate courses in research methods and statistics at both Georgia State University and the University of Georgia. A former associate editor of the prestigious *Journal of Educational Measurement*, he regularly publishes and presents his research at national conferences.

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### Christine DiStefano



Christine DiStefano is professor of educational and psychological measurement in the Department of Educational and Developmental Sciences in the College of Education at the University of South Carolina. Her training includes a BSBA in Decision Science from the University of West Virginia, an MS in Statistics from the University of Georgia, and a PhD in Educational Measurement from the University of Georgia. Her research and professional interests in psychometrics relate to survey and test design, implementation, and validation for school-based testing programs for academic, psychological, and social outcomes. She is currently a

member of editorial boards for *Educational and Psychological Measurement* and the *European Journal of Psychological Assessment*.

At USC, Dr. DiStefano teaches courses in Modern and Classical Test Theory, Survey and Test Construction, Large Scale Testing, and Classroom Assessment. She is co-director of the Psychometric Lab for advancements in measurement science as part of the Institute for Rural Education and Development.

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**Dorinda J. Gallant**

Dorinda J. Gallant, PhD, is an associate professor of quantitative research, evaluation and measurement in the College of Education and Human Ecology at The Ohio State University. She holds a BA in mathematics with a minor in secondary education (Winthrop University), MEd in secondary education mathematics (Coastal Carolina University), and PhD in educational psychology and research (research track; University of South Carolina).



Her career as an educator began over 30 years ago as a middle and high school mathematics teacher in South Carolina. Over the past 20 years, Dr. Gallant has mentored and prepared the next generation of educational statisticians and assessment and evaluation professionals. Fundamental to her research interest is applied measurement in education.

She has served as director and co-principal investigator of The Ohio Louis Stokes Alliance for Minority Participation, an alliance of 10 higher education institutions in the state of Ohio that aimed to double the number of baccalaureate degrees for racial and ethnic minority students historically underrepresented in STEM disciplines. She has also served as the co-investigator on an Ohio statewide K-12 closing the achievement gap initiative; co-investigator on an international college access, retention, and graduation training initiative, including leading the data use capacity building sessions; and member of the GRE Technical Advisory Committee.



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**Laura Hamilton**

Laura Hamilton is a senior associate at the National Center for the Improvement of Educational Assessment (Center for Assessment), where she collaborates with states, districts, and nonprofit organizations on the design and implementation of assessment policies and practices. She has led several large, mixed-method research studies funded by federal and state agencies, philanthropic foundations, and other nonprofit entities. Much of her work aims to support schools in advancing a broad set of learning outcomes and high-quality conditions for learning. Her previous roles include senior director at American Institutes for Research, associate

vice president in the Research and Measurement Sciences area at ETS, distinguished chair in learning and assessment at RAND, and co-director of RAND's nationally representative educator survey panels.

Hamilton regularly serves on expert committees and panels including the Joint Committee to revise the AERA/APA/NCME Standards for Educational and Psychological Testing (both the current revision and the 2014 revision), the NCME Board of Directors, multiple National Academies of Sciences, Engineering, and Medicine committees, and technical advisory committees for state assessment programs. She's also held editorial roles with several journals. She is a Fellow of the American Educational Research Association and received the Joseph A. Zins Distinguished Scholar Award for her research on youth development. Hamilton earned a Ph.D. in educational psychology and an M.S. in statistics from Stanford University.

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**Leslie Keng**

Leslie Keng has over two decades of experience supporting the development, implementation, and evaluation of assessment programs and accountability systems. He worked for over 11 years as a Principal Research Scientist at Pearson where he led the operational psychometric work for two of the largest assessment programs in the United States (Texas and PARCC). He was also a Senior Associate at the Center for Assessment for 6 years where he advised and helped states, districts, and consortium on assessment and accountability issues. He is currently the Director of Psychometrics at the National Board of Medical Examiners (NBME) where he supports the ongoing research, development, administration, and maintenance of NBME's examinations and provides measurement expertise to the design, analysis, and processes of new and existing NBME products and services.



Leslie has facilitated and/or served on technical advisory committees (TACs) for states, consortia and test vendors, including DoDEA (current), Kansas, Kentucky (current), Maine, Mississippi (current), Louisiana, Rhode Island, Utah, Vermont, ACT (current), Curriculum Associates, DLM (current), the Law School Admission Council (LSAT; current), Pearson (current), and PARCC/New Meridian. Leslie serves regularly in the measurement community as a peer reviewer, moderator, and discussant at national conferences. He is currently serving a three-year term as director-at-large on the Board of the National Council of Measurement in Education (NCME).

A former high school mathematics and computer studies teacher, Leslie earned a Bachelor of Mathematics from the University of Waterloo and a Bachelor of Education from Queen's University in Canada. He also completed a Master's in Statistics and received his Ph.D. in Educational Psychology (Quantitative Methods) from the University of Texas in Austin.

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**Suzanne Lane**

Suzanne Lane is Professor Emeritus in the Research Methodology Program at the University of Pittsburgh. Her research and professional interests are in educational measurement and testing, with a focus on design, validity, and equity issues pertaining to testing and on the effectiveness of education and accountability programs. Her work is published in journals such as the *Journal of Educational Measurement*, *Applied Measurement in Education*, *Educational Assessment*, and *Educational Measurement: Issues and Practice*. She has served on the editorial boards for the *Journal of Educational Measurement*, *Applied Measurement in Education*,

*Educational Assessment*, *Educational Researcher*, and *Educational Measurement: Issues and Practice*.

She was the President of NCME (2003-2004), Vice President of Division D of AERA (2000-2002), AERA Fellow, member of the AERA, APA, and NCME Joint Committee for the Revision of the Standards for Educational and Psychological Testing (1993-1999), and member of the Management Committee for the

next revision of the Standards (2006-2015). She was appointed to the National Assessment Governing Board that sets policy for NAEP (2020-2028). She has also served on technical advisory committees for the College Board, ETS, PARCC, ABIM, AICPA, U.S. Department of Education's Evaluation of NAEP, U.S. Department of Education Race to the Top Technical Review, National Research Council, and NCEO as well as for state assessment and accountability programs.

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### **Kyndra Middleton**

Kyndra V. Middleton, PhD, is Professor of Educational Psychology and Chair of the Department of Human Development and Psychoeducational Studies at Howard University. She also serves as Interim Director of the Center for Excellence in Teaching, Learning, and Assessment. She also teaches graduate-level courses in statistics and measurement and serves as the primary methodologist on dissertations for the Howard University School of Education. Her scholarship focuses on educational measurement, culturally responsive assessment, and issues of validity, equity, and fairness in testing, and she has published numerous journal articles on these topics. She is particularly interested in expanding opportunities in STEM and increasing the participation of underrepresented students in these fields.



In addition to her research, Kyndra contributes to the field of educational measurement through national leadership and professional service, having served on the Board of Directors of the National Council on Measurement in Education, Executive Council of the National Math Alliance, and as an Associate Editor for *Educational Measurement: Issues and Practice*. Kyndra earned her M.A. and Ph.D. in Educational Measurement and Statistics from the University of Iowa and her B.S. in Mathematical Sciences from Florida Agricultural and Mechanical University (FAMU).

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### **Stephen Pruitt**



Dr. Pruitt was installed as the new president of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on August 1, 2025.

He started his education career as a high school chemistry teacher in Fayette County, Georgia. During his career, Pruitt has amassed education policy, assessment, and instructional background at the local, state and national levels. At the national level, he had worked closely with state agencies and educators around the country to improve policy and practice in science education. In Georgia, Pruitt served as science and mathematics program manager, director of academic standards, associate state superintendent for assessment and accountability and chief of staff for the Georgia Department of Education.

He comes to the new role with more than 30 years of professional experience in the field of education. With skills and experience ranging from leading classroom instruction to, most recently, serving as the

president of the Southern Regional Education Board, Pruitt’s knowledge of all aspects of education makes him highly qualified to lead SACSCOC as it enters this new chapter.

Dr. Pruitt has earned degrees from three SACSCOC accredited institutions: a Doctor of Philosophy in chemistry education from Auburn University, a Master of Education in secondary science from University of West Georgia, and a Bachelor of Science in chemistry from the University of North Georgia. Throughout his professional career Dr. Pruitt has led multiple education governing bodies, including as commissioner of education for the Kentucky Department of Education, and as chief of staff and associate state superintendent for the Georgia Department of Education.

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### **Martha Thurlow**

Martha Thurlow, recently retired from the National Center on Educational Outcomes at the University of Minnesota, is a researcher who has devoted her career to students with disabilities. Dr. Thurlow’s work has emphasized the need to ensure accessible curricula and assessments for students with disabilities, including those with the most significant cognitive disabilities, English learners, and English learners with disabilities, with the ultimate goal being to enable these students to leave school ready for success in postsecondary education, training, and employment.



She has worked toward this end by conducting survey and intervention research that addresses the implications of U.S. education policy for students with disabilities. Throughout this work, she has focused on improving inclusion and access to appropriate instruction and assessments for all students, and collaborating with others on standards-based educational systems that support students with disabilities.

Dr. Thurlow has a long history of contributing to the professional literature through peer reviewed journal articles and chapters, as well as through numerous publicly available reports.