



# RACE TO THE TOP

## GRANT REVIEW



### Race to the Top Phase 1 Peer Review Panelists

Adrienne	Bailey	Charles	Hokanson
* Judith	Berg	Marc	Holley
* Louann	Bierlein Palmer	Tom	Houlihan
* Frederick	Brown	Janice	Jackson
Kaleem	Caire	Michael C.	Johanek
Christine	Campbell	Joseph	Keeney
Charles	Cassidy	Michael	Kirst
Kevin	Castner	Linda	Kolbusz-Kosan
Cynthia	Char	* Harold	Levy
* Carol	Chelemer	Jeraul	Mackey
Thomas	Chenoweth	William	McKersie
* Julie	Collins	Mary	McNabb
Sharmila	Conger	Margaret	McNeely
Joseph	Cronin	Linda	Plattner
John M.	Danielson	Patricia	Porter
Carolyn	Denham	Jennifer	Presley
Laura	Dukess	Diane	Robinson
* James	Fenwick	Alan	Ruby
Jayne	Fleener	Mary	Russo
Geoffrey	Fletcher	Mikaela	Seligman
Eugene	Garcia	David	Sigler
* Libia	Gil	Deborah	Sims
Lynne	Haeffele	Patricia H.	Smith
Virginia	Hardy	James	Sweeney
Sharon	Harsh	Cheryl	Tibbals
Jenifer	Hartman	Gilbert	Valdez
Allison	Henderson	Elliot	Weinbaum
Stephan	Henry	Joseph	Wilson
Priscilla	Hernandez-Petrosky		
* Marsha	Hirano-Nakanishi		

\* Reviewer attended training but did not review State applications during Phase 1.

### **Adrienne Y. Bailey**

Dr. Adrienne Y. Bailey has worked in the fields of education and social policy as a professional and volunteer at the local, state, national and international levels. She currently serves as an ExEL(Executive Leadership Program for Educators) coach at Harvard University and a consultant/advisor to donors in the area of strategic philanthropy. As ExEl Coach, she provides a customized blend of support activities to Worcester Public Schools focused on improving teaching and learning. Bailey is also part of a consortium of academic issue area experts who ensure that philanthropy clients benefit from the leading thinking and ideas in the area of education.

Dr. Bailey served as Program Manager at the Stupski Foundation for two years with responsibility for strategic implementation of programs in the areas of holistic accountability, literacy, leadership development and communications/community engagement in East Baton Rouge Parish School System and Cleveland Municipal School District. Prior to Stupski Foundation, she served as a lead consultant for a number of projects focused on standards-based reform, school and district performance indicators, assessment development, academic achievement, parental engagement, and professional development. Clients include: U.S. Office of Education, Rockefeller Foundation, Flint Community Schools, Albuquerque Public Schools, Learning Communities Network, Inc., Mississippi Action for Education (MACE), the Center for Applied Cultural Studies at San Francisco State University, the Galef Institute, Macalester College, National Urban League and the Illinois Institute of Technology.

Dr. Bailey has served as Senior Consultant for Standards, Instruction and Assessment at the Council of the Great City Schools in Washington, D.C., Study Director for the Standards and Assessment Partnership at the University of Chicago, Deputy Superintendent for Instructional Services, Chicago Public Schools, and Vice President for Academic Affairs at the College Board where she also provided direction for the Board's Educational Equality Project, a ten-year high school reform effort to increase and diversify the number of students who attend and succeed in higher education.

Bailey's background also includes work at the Chicago Community Trust, Northwestern University, Xavier University in New Orleans and the Governor's Office for the State of Illinois. She served eight years as a charter member of the Illinois State Board of Education and President of the National Association of State Boards of Education. Current trustee/director appointments include: Chapin Hall Center for Children at the University of Chicago, Quality Education for Minorities, and Multicultural Education Training and Advocacy. She has written and spoken widely on issues of academic standards, assessments, equity and aligned instructional systems. She received the M Ed degree from Wayne State University and her PhD from Northwestern University.

### **Judith H. Berg**

Judith Berg is currently an education consultant with a focus on leadership development, principal preparation, secondary reform and qualitative research. In 2005 she joined The Wallace Foundation as an Education Program Officer and was promoted to Senior Program Officer in 2007. Her prior career has spanned urban, suburban and rural school districts, high school and university teaching and administration, change facilitation, leadership coaching, leadership preparation program development and implementation evaluation. She served as

Associate Dean of Graduate Studies and Associate Professor of Education Leadership at Rhode Island College, Providence, RI. Previously she was at the University of Northern Colorado where she served as co-chair and taught doctoral and masters level students in education leadership. She worked with undergraduates in teacher education at Florida Atlantic University. Judith has held leadership positions at the district and school level in the state of Ohio, including a middle school principalship. She worked with the Edna McConnell Clark Foundation around middle level change and with the Massachusetts's Governor's Office of Educational Affairs facilitating collaborative efforts among youth and family serving agencies in urban communities. She taught high school English in New York City. Judith's research and publications have been focused on district- and school-level leadership issues including the political work of the superintendent of schools, principal preparation and partnership development.

### **Louann Bierlein Palmer**

Louann Bierlein Palmer is a faculty member in the Department of Educational Leadership, Research and Technology at Western Michigan University. Formerly, Dr. Bierlein Palmer served as the Education Policy Advisor to Louisiana Governor Mike Foster; the Assistant Director of the Morrison Institute for Public Policy at Arizona State University; a legislative research analyst with the Arizona Senate; and a national educational reform consultant. She began her career as a middle school science teacher.

Dr. Bierlein Palmer has spent the two decades working with national and state policy leaders and educators on a number of education reform initiatives, including programs for at-risk children, school restructuring efforts, classroom technology, school accountability systems, and creating more options for teachers and students through charter schools. She holds a doctorate in education administration from Northern Arizona University.

### **Frederick Brown**

Fred recently joined the National Staff Development Council as the director for strategy and development. Prior to joining NSDC, Fred served as a senior program office for the New York City based Wallace Foundation where he guided the work of several major grantees, including the Southern Regional Education Board; the Institute for Learning at the University of Pittsburgh; and the states of Ohio, Iowa, Wisconsin, Oregon, Kansas, and New Jersey.

Prior to joining The Wallace Foundation, Brown was Director of the Leadership Academy and Urban Network for Chicago (LAUNCH), an organization whose mission is to identify, train, and support principals for the Chicago Public Schools. In 2005, LAUNCH was highlighted by the U.S. Department of Education as an Innovative Pathway to the Principalship.

Brown's expertise is grounded in real-world experience. He has been an elementary school teacher and principal as well as a middle school assistant principal. He also served as a founding member of the Mathematics and Equity Teams for Ohio's Project Discovery, a statewide initiative to improve mathematics and science instruction.

Over the past 15 years, Brown has been a leader in designing and facilitating cutting-edge learning experiences for school and district administrators on topics such as cultural competence, leadership, and professional learning communities.

### *Kaleem Caire*

Kaleem Caire was appointed President and CEO of the Urban League of Greater Madison in Madison, WI in March 2010. Prior to the Urban League, Kaleem was co-founder and CEO of Next Generation Education Foundation, a Bowie, Maryland based a nonprofit organization that addresses the educational and career development needs of young men. Kaleem has also held executive leadership positions with Target Corporation, Fight For Children of Washington, DC, and Black Alliance for Educational Options (BAEO). Prior to BAEO, Kaleem served as project director with the Wisconsin Center for Academically Talented Youth (WCATY), educational consultant with the Wisconsin Department of Public Instruction and Madison (WI) Metropolitan School District, and director of national initiatives with the American Education Reform Council.

In 1997-98, Kaleem served on the Madison (WI) Metropolitan School District's Equity & Diversity Panel, advising the superintendent on the District's plans to improve student achievement, and served on Wisconsin's Comprehensive School Reform team. In 2001, he commissioned the nation's first comprehensive study on High School Graduation Rates in the United States, which has helped shift the nation focus from dropouts to graduates when measuring high school productivity. In 2002, Kaleem was appointed to the Independent Rules Panel that advised the U.S. Secretary of Education on the evaluation of No Child Left Behind. In 2003, he guided the establishment of the District of Columbia Public Charter School Association and the passage of unprecedented federal legislation that has provided more than \$200 million to the District of Columbia for public school reform, charter schools, and the nation's first federally funded private school scholarship program. In 2004, Kaleem assisted world famous music producer Quincy Jones and his Listen Up Foundation with strategic planning for the international *We Are The Future* campaign and free public concert in Rome, Italy and in 2005, led Rockin' the Corps, a free concert in Southern California attended by 45,000 U.S. Marines, their families, and celebrity guests. Kaleem's writings and comments have appeared in various national newspapers and magazines, including *The Economist*, *Education Next*, *Education Week*, *The New Republic*, *The New York Times*, *The Wall Street Journal*, *USA Today*, and *The Washington Post*.

In 2001, Kaleem was the youngest recipient of the City of Madison, Wisconsin's Martin Luther King, Jr. Humanitarian Award and Urban League of Greater Madison's Whitney Young, Jr. Award. In 2008, Kaleem was selected as one of the first recipients of his alma mater's Forward Under Forty Award, and was invited to give the first Distinguished Alumni Lecture by the University of Wisconsin Alumni Association.

### *Christine Campbell*

Christine Campbell is a Research Analyst at the University of Washington Bothell's Center on Reinventing Public Education (CRPE). She has researched and analyzed district-wide reform efforts for use by districts and philanthropies, studied the role of superintendent leadership and central office operations, and written teaching cases for school board training. She has also studied the ways districts and traditional public schools can respond to competition from school choice. Ms. Campbell's current work focuses on the charter school leadership pipeline, from recruitment and training to retention and succession planning; she is also studying the implementation of portfolio district management in New York and Washington, D.C. She is co-author with Paul Hill on *It Takes A City* (Brookings Press). Ms. Campbell holds a B.A. in English from Villanova University and an M.P.A. from the University of Washington.

### *Charles Cassidy*

Charles Cassidy, the former Executive Director of the ACE Mentor Program of Connecticut and President of National Education Consultants, served as an Education Consultant for the Connecticut State Department of Education for ten years. Prior to his retirement in 2003, he was employed in the Department as the Program Manager for the Interdistrict Magnet School Program. This innovative program brings together students from urban and suburban schools throughout Connecticut as part of the state's response to the reduction of racial, ethnic and economic isolation statewide. His responsibilities included the development of new magnet schools and facilities that will rise to over 60 statewide schools by 2010.

Prior to his arrival in Connecticut, Mr. Cassidy was employed by the New York State Education Department. In this role, he administered state grants and provided technical assistance to over 100 magnet schools located in New York City and 18 urban school districts. His leadership in providing Magnet Schools Assistance Program technical assistance conferences and the development of a statewide organization has resulted in millions of dollars in state and federal magnet schools assistance for New York State magnet schools. Mr. Cassidy has served as a public and private school teacher and administrator for 14 years. He served from 1996 to 2009 as Secretary to Magnet Schools of America, the only national organization devoted to the development and expansion of magnet schools. Since 2004, he has provided grant writing services and technical assistance to school districts through his firm, National Education Consultants, LLC.

As Executive Director of the ACE Mentor Program of Connecticut, he administered programs that give students around the state in our major metropolitan areas a hands-on introduction to architecture, construction management and engineering. This program offers after school mentoring by professionals employed in these fields, provides career guidance, work/study opportunities and four-year college scholarships. He is a co-author of *Magnet and Specialized Schools of the Future: A Focus on Choice* which provides a blueprint of the building and development of future magnet schools.

### *Kevin Castner*

Dr. Kevin Castner is an educational planning strategist with Cambridge Strategic Services. Kevin offers expertise on issues related to the design and functionality of schools. He has assisted Charles County, Maryland; Anne Arundel County, Maryland, and Culpeper County, Virginia with their high school educational programming to accomplish the strategic intent of each school system's mission and vision. He is currently providing support to the District of Columbia Public School System by incorporating the Chancellor's vision for restructuring the instructional program at H.D. Woodson Senior High School. This new school will incorporate a fully integrated Science, Technology, Engineering, and Mathematics (STEM) program that involves project-based learning. Kevin has provided instructional leadership for numerous school design and renovation projects for three school systems, as a building level and central office administrator. Kevin's 38 years in public education includes 11 years as superintendent in Albemarle County, Virginia and eight years as associate and deputy superintendent in Frederick County, Maryland.

During Kevin's final years as Albemarle County superintendent, students ranked in the top 10 percent in Va. on national assessments, all 26 schools were fully accredited by the

Commonwealth of Virginia and met AYP as defined by NCLB standards, a framework for quality learning was developed that promotes key lifelong learner standards using the Understanding by Design framework developed by McTighe and Wiggins. Facilitated the creation of the Charlottesville Area School Business Alliance, a cohort of business, government, and community leaders that provided structured coordination of school, business, and government partnerships. During Kevin's years in Maryland as associate/deputy superintendent he initiated the Maryland Assessment Consortium involving all Maryland counties, which developed performance assessment test banks that supported the Maryland School Performance curriculum frameworks. During his tenure in both Albemarle County and Frederick County, his leadership role focused on two questions — Effective for Whom? and Effective for What? which provided a common vision that ensured that actions were directed toward assisting schools in the delivery of instruction and programs that supported both quality and equity within the system.

### **Cynthia Char**

Dr. Cynthia Char is the principal of Char Associates, an independent consulting firm based in Montpelier, Vermont, specializing in program evaluation. Previously, Dr. Char was a senior associate in research and design at Education Development Center (EDC) and at Bank Street College's Center for Children and Technology. She has more than 30 years of experience in the design and evaluation of educational programs. Particular areas of expertise are curriculum development and professional development in science, mathematics, and literacy; educational technologies and media; and collaborative partnerships among schools, higher education, and community-based organizations. She received her Ed.D. in Human Development from Harvard Graduate School of Education.

### **Carol Chelemer**

Ms. Carol Chelemer is a technical advisor to the Center on Innovation & Improvement at the Academic Development Institute. She specializes in school reform and the development of processes and tools to assist schools and districts whose past performance has fallen short of state standards. Her tenure as Team Leader and then Division Director for the Regional Educational Laboratory Program at the U.S. Department of Education saw the focus of laboratories' applied research and development work shift from isolated activities to a coherent, more rigorous effort to develop comprehensive approaches for turning around low-performing schools; this work yielded a number of field-tested comprehensive reform approaches. Serving as the first Coordinator of the Comprehensive Centers Program, she set in place policies to guide the centers' work, whether developing materials or providing service, toward fulfillment of their mandated goal to build the capacity of States' systems of support to deliver assistance to districts and schools that fail to meet AYP targets. Ms. Chelemer was also directly involved in the design of the concept and content for the U.S. Department of Education's Doing What Works (DWW) website. DWW complements the What Works Clearinghouse by putting examples and tools related to promising practices in the hands of practitioners seeking to improve students' academic outcomes.

In addition to the substantive focus on school reform and technical assistance Ms. Chelemer has broad experience in the area of evaluation design. She authored RFPs for national evaluations of the ECIA Chapter 2 (Block Grant) Program and the Study of Academic Instruction for Disadvantaged Students under the Title 1 Program. She is currently working with the Mid-Atlantic Comprehensive Center to develop an indicators-based assessment process of schools identified for restructuring under NCLB in the District of Columbia.

Ms. Chelemer received a B.A. in history, with a minor in mathematics, at the University of Michigan and a Secondary Teaching Credential at California State University at Hayward. She served as a teacher early in her career and has continued to tutor students in mathematics and reading as a volunteer since then.

**Thomas G. Chenoweth**

Thomas G. Chenoweth, Ph.D., received his doctorate from Stanford University and is currently a professor in the Department of Educational Leadership and Policy at Portland State University. He teaches in the Graduate School of Education's Administrative Licensure and the Doctoral Programs. A former public school teacher and principal, his primary interests lie in the areas of school leadership, teacher supervision & evaluation, and school change. He was a teacher leader in San Francisco's alternative/magnate schools movement and is one of the co founders of the acclaimed Rooftop School. He also served as a satellite center director, university mentor, and a national policy board member for Henry Levin's Accelerated Schools Project that reached over 1500 schools across the nation. He is the co-author with Robert B. Everhart of a well-received book, *Navigating Comprehensive School Change: A Guide for the Perplexed* (2002). As part of his community outreach, he coaches teachers and staff at a local inner city high school.

**Julie Collins**

Julie Collins is an Assistant Professor of Reading Education at the University of Central Oklahoma. She holds a Ph.D. in Instructional Leadership and Academic Curriculum with an emphasis in literacy education from the University of Oklahoma, Norman, OK. She also earned her Bachelors of Science in Elementary Education and Masters of Education in Reading Education from the University of Oklahoma. Previously she taught public school in Oklahoma City and Norman, Oklahoma, teaching Kindergarten through 2<sup>nd</sup> grade, and serving as a Title I reading Specialist. She has also worked at the Oklahoma State Department of Education in the Federal Programs and Curriculum departments, as well as serving as Elementary Language Arts Specialist in Putnam City Schools in Oklahoma City, OK.

**Sharmila Basu Conger**

Dr. Sharmila Basu Conger is a Policy Analyst with the State Higher Education Executive Officers (SHEEO) national association. She serves as a liaison to foster communication, cooperation, and collaboration between the federal government, state higher education agencies, and national associations on policy issues bridging K-12 and postsecondary education. Dr. Conger's areas of interest and responsibility span a range of P-16 issues, including: college and workforce preparation; alignment of standards, curriculum, assessments, and data systems; postsecondary access; and K-12 teacher quality. Prior to joining SHEEO, Dr. Conger served as a Fellow in Technology and Communications Policy for the Western Cooperative for Educational Telecommunications (WCET) at the Western Interstate Commission on Higher Education (WICHE), where she examined venues for accreditation of Web-based courses and barriers to adoption of online education. Dr. Conger holds an M.S. and a Ph.D. in Human Genetics from the University of Michigan in Ann Arbor, and a B.A. in Biology from Cornell University.

**Joseph M. Cronin**

Joseph Marr Cronin is President of EDVISORS, an educational advisory service assisting colleges and universities, schools, states, corporations and foundations with plans, strategies and program reviews. Recent or current clients include: The University of Virginia on plans for the year 2020, University of Massachusetts, Dartmouth, and University of Illinois (Springfield) on business school accreditation self-studies, AARP Services, and Harcourt General planning and licensing a new online university. Others include Middlesex Community College, the United Arab Emirates (through Harvard), Curry College, The New England Institute of Art, and Quincy College, and the Bridgeport Public Schools on strategies to increase college readiness for all students. He advises the Sea Research Foundation and Mystic Aquarium on education programs, and is a senior fellow at Eduventures.

Cronin earned AB and MAT degrees from Harvard and a Doctorate in Education from Stanford University in 1965. He served as the Massachusetts Secretary of Education, Illinois State Superintendent of Education, President of the Massachusetts Higher Education Assistance Corporation, and President of Bentley College 1991-97. He was Associate Professor of Educational Administration and Associate Dean at Harvard University. He holds the honorary Doctorate of Humane Letters from Lesley University where he served as trustee, chair of Academic Affairs, and in 2003-04 as interim Dean of the School of Education.

He was the founding chair of the New England Education Loan Marketing Corporation and later Senior Fellow of the Nellie Mae Education Foundation. Since 2002 he teaches Higher Education administration courses in the graduate program at Boston University. He writes reviews for The New England Journal of Higher Education.

During the 1980's he helped evaluate World Bank efforts to upgrade the availability of educational technology at Cairo University. While President of Bentley College his faculty worked with Estonian professors of business to replace an old Soviet curriculum with free market concepts. He took part in Governor's trade missions to Argentina, Brazil and Japan. Bentley Trustees in 1997 named the Joseph M. Cronin International Education Center in recognition of his efforts to double international student enrollments. He advised senior education officials in the United Arab Emirates and Qatar.

Cronin chaired the board of the Friends of the John Hay National Wildlife Refuge (NH) 2000-2002, and was a trustee of the Waltham (Deaconess) Hospital. He is a trustee of the Arts and Learning Collaborative, and overseer (past chair) of the Boston Plan for Excellence in the Public Schools. He serves on the boards of the New England College of Finance and of the New England Institute of Art and is an advisor to Board Leaders. His publications include *The Control of Urban Schools*, *Student Loans: Risks and Realities*, and a 2008 volume on *Reforming Boston Schools 1930-2006*. He lives in Boston, Massachusetts.

**John M. Danielson**

Along with former United States Secretary of Education Rod Paige, John Danielson was a co-founder of the Chartwell Education Group LLC in 2005, an international education consulting firm headquartered in New York City with offices in Washington, D.C. In June 2009, Chartwell merged with a respected post-secondary consulting firm, the Hamilton White Group, to form The Chartwell Hamilton Group. In addition, Mr. Danielson is a founder and Managing Partner of Hamilton McCormick LLC, a Knowledge Industry Sector Opportunity Fund.



Mr. Danielson is an accomplished business executive who believed early in his 25 year career that the private sector, along with the public sector, has an important role to play in the creation of improved systems and technologies for education. Mr. Danielson was Dr. Paige's Chief of Staff at the Department of Education (2001-2003), where he earned a reputation for his ability to adapt innovative business strategies and tactics to resolve the issues faced by the public education sector. He also worked as a key advisor to former United States Secretary of Education and current United States Senator Lamar Alexander (1990-1995).

Mr. Danielson's independence and expertise were honed in the business world: Danielson was a co-founder of a company that successfully focuses on at-risk middle and high school aged children in urban areas of the United States and he has advised the CEOs of some of the nation's most renowned corporations. Mr. Danielson has counseled many companies in the education field, including those involved in charter schools, publishing and higher education. He has also advised private equity firms and philanthropic organizations in many parts of the world on investments in education.

Mr. Danielson is a native of Houston and was graduated from The University of Texas at Austin in 1985 where he received a bachelor's degree in business. Mr. Danielson serves on the non-profit boards of Room to Grow in New York City and The Center for Education Reform in Washington, D.C. as well as the for-profit boards of Vatterott Educational Centers and SchoolNet. In addition, Mr. Danielson was invited by HRH Prince Edward, the Earl of Wessex, to serve as Vice President of the United States Board of The Duke of Edinburgh's Award Young American's Challenge.

### **Carolyn H. Denham**

Carolyn H. Denham, Ph.D., founded and directed the National Center for Schools and Communities, based at Fordham University in New York City. The National Center worked in eight U.S. cities troubled by gang violence to establish community schools with extended hours for social and educational services. Dr. Denham served eleven years as president of Pacific Oaks College and Children's School in Pasadena, California. She was professor of statistics, associate dean and acting dean at California State University, Long Beach, and associate vice president for academic programs at California State Polytechnic University, Pomona. As a consultant, Dr. Denham focuses on achieving sustainable and scalable improvements in education. She holds a BA in psychology from the University of Texas at Austin, where she was in Plan II (the liberal arts honors program). She holds an MS and a PhD from Boston College in education research and statistics.

Dr. Denham served as a gubernatorial appointee on the California Commission on Teacher Credentialing. Dr. Denham is a trustee of the Claremont Graduate University in Claremont, California, a member of the Humanities and Social Sciences Chair's Council at Caltech in Pasadena, California, and a member of the Education Committee of the Huntington Library in San Marino, California. She is a former trustee of Cushing Academy in Ashburnham, Massachusetts and of Polytechnic School and Westridge School in Pasadena, California. In New York City Dr. Denham served on the boards of the Children's Aid Society, New Visions for Public Schools and the Institute of International Education.

**Laura Dukess**

Laura Dukess is the founder and president of On Point Leadership, LLC, which provides school districts and non-profit organizations with strategic consulting around school leadership development efforts. As an independent consultant in education leadership, Laura assists clients to develop, improve, analyze, and assess leader preparation and development programs. In addition, she supports aspiring school leaders directly by designing and facilitating leadership development programs and workshops. Previously, Laura was Director of Professional Development, Office of School Leadership for the New York City Department of Education. In this position, she supported the Office of School Leadership to develop city-wide strategies for developing school leaders, managed a United States Department of Education leadership grant, and was responsible for planning and implementing professional development for practicing and aspiring school leaders in two districts in the Bronx. Laura also served as the Director of Leadership Development for Region One, New York City Department of Education, where her responsibilities included public and private grant management, program development, facilitation, assessment and dissemination, and partnership management. Before joining Region One, Laura was the Director of Programs, Director of Leadership Programs and Senior Program Officer at New Visions for Public Schools. Laura's career in education began at Teachers College, Columbia University, where she was the Director of Policy Programs at the Center for Educational Outreach and Innovation.

Laura is actively engaged in professional associations and has recently presented at the Annual Conferences of the Association for Supervision and Curriculum Development, the Annual Education Research Association, and National Comprehensive Center for Teacher Quality. She is the author of several articles on educational leadership, including *Principal to Principal: Improving School Leadership Through Effective Mentor Programs*; *Meeting the Leadership Challenge: Designing Effective Principal Mentor Programs*; and *Meeting the Challenge of Standards: Planning Effective Standards-Based Leadership Conferences*. Laura's most recent research focuses on superintendent transitions and strategies to minimize the negative impact of leader transitions on district education initiatives.

Laura graduated from the University of Pennsylvania and the Columbia University School of Law. She was a litigator in private practice before beginning a second career in education.

**James J. Fenwick**

James J. Fenwick holds the MA and PhD degrees in Public School Administration and Sociology from Stanford University and the BA degree in Sociology and French from Lewis and Clark College. He served for thirty years in the Portland, Oregon Public Schools. During his career, Fenwick variously served as an eighth grade teacher, high school teacher and counselor, high school vice-principal and principal (2,700 student urban high school), area administrator, assistant superintendent, deputy superintendent, and district superintendent. In the latter capacity he served on the advisory committee of the Council of Great City Schools. Fenwick has served as an adjunct professor of education at Lewis and Clark College and Portland State University and as a consultant to the National Endowment for the Arts. Following retirement from the Portland Public Schools, Fenwick spent thirteen years as independent K-12 strategic planning consultants with the California Department of Education. In this capacity his responsibilities included planning and coordinating various statewide elementary, middle grade, and secondary education conferences, developing numerous published educational materials, and as representatives of the Department in developing, negotiating and administering major grant

proposals including projects funded by the Carnegie Corporation of New York, the Edna McConnell Clark Foundation, the W. K. Kellogg Foundation and the National Science Foundation. In addition to articles published in various professional journals including the *NASSP Bulletin*, *Educational Leadership*, and the *Kappan*, Fenwick is the principal author of two books, *Caught in the Middle*, Educational Reform for Young Adolescents in California Public Schools (1987) and *Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students* (2001)—both published by the California Department of Education and still widely used throughout California as well as by other states. Fenwick served in the US Army during the Korean War.

### **Jayne Fleener**

Dr. Fleener has over 25 years of professional experience in K-12 and higher education, including teaching high school mathematics and computer science in North Carolina. Dr. Fleener is currently the Dean of the College of Education at Louisiana State University where she also holds the E.B. (“Ted”) Robert professorship.

Dean Fleener has been active as a teacher, teacher educator, and researcher. She has over 80 publications in the areas of learning and learning theory; curriculum and instruction; teacher preparation, development, and change; and educational research and theory, including two books which have been translated into Chinese. She serves on numerous governing and advisory boards for journals, professional organizations, and community non-profits, and has over 100 national and international presentations in the areas of mathematics education, curriculum and instruction, teacher education, service learning, and educational and research reform and paradigms.

Before coming to LSU, Dr. Fleener was on the faculty at the University of Oklahoma for fifteen years where she also served in the role of Associate Dean of the College of Education. Dr. Fleener is the daughter of educators and is passionate about impacting education at all levels. She has her Bachelor's degree in philosophy from Indiana University, and two master's degrees in philosophy and mathematics from the University of North Carolina. Her doctorate is also from UNC-Chapel Hill in Curriculum and Instruction with an emphasis in mathematics education.

### **Geoffrey H. Fletcher**

Dr. Geoffrey H. Fletcher is Editorial Director for the Education Group of 1105 Media, Inc. He has responsibility for all content of the Education Group, including *T.H.E. Journal*, *Campus Technology* and their web sites and e-newsletters.

Prior to joining 1105 Media, Dr. Fletcher was with the Texas Education Agency (TEA) for 11 years serving in various positions. The most recent position was Assistant Commissioner with responsibility for standards and curriculum, the statewide assessment program, educational technology initiatives, textbooks and professional development. For more than two years he also had responsibility for TEA's information system, including the Public Education Information Management System. Dr. Fletcher also has served as the Executive Director of the Texas Computer Education Association (TCEA).

Dr. Fletcher has taught at Miami University and part time at the University of Houston, Clear Lake. He also has served at the school district administration as a coordinator of technology

programs and a coordinator of gifted programs. He began his educational career as a secondary teacher of English and futures study.

Dr. Fletcher holds a Bachelor of Arts from Miami University in English, a Master of Arts in Teaching from Miami University in English, and an ED.D in education from the University of Cincinnati with an emphasis on futures study, gifted education, and curriculum.

### *Eugene E. García*

Dr. Eugene García is Vice President for Education Partnerships at Arizona State University (ASU). From 2002-2006, he was the Dean of the Mary Lou Fulton College of Education on the Tempe campus of ASU. Before joining ASU in 2002, he served as Professor and Dean of the Graduate School of Education at the University of California, Berkeley from 1995-2001. He received his B.A. from the University of Utah in Psychology and his Ph.D. in Human Development from the University of Kansas. He has served as a Post-Doctoral Fellow in Human Development at Harvard University and as a National Research Council Fellow. He has been a recipient of a National Kellogg Leadership Fellowship and received numerous academic and public honors. He served as a faculty member at the University of Utah, the University of California, Santa Barbara, Arizona State University and the University of California, Santa Cruz. He has served previously as a national research center director, an academic department chair on two occasions, and as dean of the Social Sciences Division at University of California, Santa Cruz. Dr. García is involved in various community activities and has served as an elected member of an urban school board. He has published extensively in the area of language teaching and bilingual development authoring and/or co-authoring over 150 articles and book chapters along with 14 books and monographs. He holds leadership positions in professional organizations and continues to serve in an editorial capacity for psychological, linguistic and educational journals and serves regularly as a proposal panel reviewer for federal, state and foundation agencies. He served as a Senior Officer in the U.S. Department of Education from 1993-1995. He is conducting research in the areas of effective schooling for linguistically and culturally diverse student populations funded by the National Science Foundation and is Chaired the National Task Force on Early Education for Hispanics funded by the Foundation for Child Development. His books include, *Hispanic Education in the United States: Raíces y Alas*, and, *Student Cultural Diversity: Understanding and Meeting the Challenge*, and, *Teaching and Learning in two Languages*.

### *Libia S. Gil*

Libia S. Gil joined the American Institutes for Research to continue her work as the former Chief Academic Officer for New American Schools. In her capacity, Dr. Gil provides senior counsel on leadership development initiatives and assists states and districts to design and to develop strategies for improving student achievement by connecting research knowledge with practice evidence.

Dr. Gil is currently the lead consultant for the High School Renewal efforts on behalf of the Bill and Melinda Gates foundation in the San Diego Unified School District. Her focus on multiple strategies to address student achievement gaps includes small schools creation and support for small learning communities in multiple projects across the country.

Dr. Gil served as Superintendent of the Chula Vista Elementary School District for over nine years. Under her leadership, which began in 1993, the community was actively engaged in

creating a shared vision and core values which continue to serve as the guiding framework for goal setting and operations in the school district.

Dr. Gil fostered the successful implementation of numerous school change models, including six charter schools and partnerships with Edison Schools Inc., School Futures Research Foundation, Accelerated Schools, Comer, MicroSociety, Standards-Based Instruction, and the Ball Foundation. In addition, a Wrap-Around Service model to serve as community based family centers were established at six sites. Student academic performance and customer satisfaction survey results showed increasing gains.

Dr. Gil is recognized for her work in redesigning central office roles and functions to serve and support a teaching and learning focus in the classrooms. Accountability systems and performance standards were key tools which were also institutionalized to increase student and adult learning performances. In 1998, the community passed a \$95 million school bond with a 76 percent voters' approval to support modernization of learning environments. Standard and Poor's has continued to give the district an A+ rating to reflect efficient district management with the lowest centralized administrative costs in the county.

In addition to multiple awards and honors, Dr. Gil received the 2002 Harold W. McGraw, Jr. Prize in Education for her outstanding leadership as Chula Vista Superintendent. The McGraw Prize is awarded annually to individuals who demonstrate exceptional contributions to education improvement efforts.

Dr. Gil began her teaching career in the Los Angeles Unified School District and has taught in various programs, including English as a Second Language, Bilingual Education and Gifted and Talented programs. As a teacher, she and her colleagues created a successful K-12 alternative school and numerous alternative classroom programs. She has held a variety of administrative positions including school principal and Area Administrator, supervising K-12 principals, and Assistant Superintendent for Curriculum and Instruction. Dr. Gil has a Ph.D. in Curriculum and Instruction with emphasis on bilingual and multicultural education from the University of Washington.

### **Lynne Haeffele**

Dr. Haeffele holds degrees in Science Education (B.S.), Anthropology (B.A.), Biology (M.S.), and Educational Administration (Ph.D.). Her background in education spans the P-20 spectrum. As a high school science teacher and department chair, she won numerous local, state, and national educator awards. She also taught teacher preparation courses at Illinois State University. She joined the Illinois State Board of Education as Director of the Center on Scientific Literacy in 1990.

Over the next 14 years, in various administrative roles and ultimately as Chief Deputy Superintendent, Dr. Haeffele managed multiple state education agency divisions including state and federal programs, research, curriculum and assessment, strategic planning, and accountability. She also led major policy initiatives, including projects that culminated in the adoption of the Illinois Learning Standards and the creation of the state's System of Support for struggling schools. She played key roles in guiding policy development, redesigning agency functions, and traveling the state to inform and consult with educators about research, programs, and policies.

Dr. Haeffele rejoined Illinois State University in 2004 as a senior researcher in the Center for the Study of Education Policy. Her research projects and published work include studies of teacher distribution, high-poverty/high-performing schools, college readiness, college student transfer, and school/university partnerships. Her contractual work has included studies of state education governance, program evaluations, and charter school development.

### **Virginia L. Hardy**

Virginia Hardy is a lifelong educator with over 30 years experience in varied educational arenas. At the school level, she has served as a teacher, assistant principal, and principal; at the district and central board levels, she has served as Comprehensive School Improvement Facilitator, Director of Curriculum and Instruction, Director of School-Based Planning, and Deputy Superintendent. After leaving the New York City Board of Education, she joined the staff of the Metropolitan Center for Urban Education at New York University. At Metro Center, she served in several capacities, including Director of GEAR UP, Eastern Region Team Leader, and Liaison to the New York State Education Department. At the other end of the educational spectrum, Dr. Hardy is also a Senior Faculty member at Cambridge College, teaching School Administration courses in the National Institute of Teaching Excellence masters degree program, and has been an adjunct in the school administration program at Brooklyn College of the City University of New York. She now shares her knowledge and expertise as she consults with organizations across the country in a range of capacities including the KnowledgeWorks Foundation, the National School Reform Faculty, Alabama State University, and New York University. Dr. Hardy has three earned masters degrees, and her terminal degree is in Administration, Planning and Social Policy with a specialization in the Urban Superintendency from the Harvard Graduate School of Education. She is passionate about the issues surrounding student achievement in urban and rural schools and districts, and enjoys working with and guiding staff in their school reform efforts as they work to improve the quality of teaching and learning for all students, and particularly those students who have not been served equitably in the past.

### **Sharon Harsh**

Sharon Harsh currently serves as director of the Appalachia Regional Comprehensive Center (ARCC) at Edvantia. As ARCC director, she manages state liaisons and content specialists who provide technical assistance to the state education agencies in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. From 2007-2009, she also worked with the Center for Education Services at Edvantia, co-directing Edvantia's professional development and technical assistance work with schools and districts. Prior to joining Edvantia, Dr. Harsh was an assistant superintendent of schools for 24 years in Monongalia, Preston, and Barbour counties in West Virginia. She also worked as a teacher, school psychologist, attendance director, and director of special education. She has been an adjunct instructor in education administration, sociology, and psychology at the graduate and undergraduate levels. She holds certification in elementary education, music, developmental reading, public school administration, social services, and attendance, and is certified as a school psychologist in both West Virginia and Pennsylvania. Dr. Harsh is also trained as a Cognitive Coach and completed Advanced Seminar training in 2008. She has a bachelor's degree in psychology and music, a master's degree in child development, a doctoral degree in education administration and instructional leadership, and completed the first year of law school. Dr. Harsh received an international scholarship for doctoral study and was a Fulbright Seminar Abroad scholar to South Africa and Zimbabwe. She received a 2007-08 Visiting Leader appointment in the Educational Leadership Studies department at West Virginia University and serves on the WVU Education Leadership Studies 21st Century Superintendent

certification committee. In 2008, she was awarded a Lucile Cornetet Professional Development grant from the Delta Kappa Gamma Education Foundation for training in Cognitive Coaching, and in 2010, received an Alpha Phi State scholarship for post graduate study.

### **Jenifer Hartman**

As a Senior Research Manager at Edvance Research, Jenifer Hartman works closely with the Regional Education Laboratory Southwest research team to ensure that the fast response and rigorous research projects and products are relevant, meaningful and useful to educators in the field. She is responsible for the management of these projects to ensure that they meet the high quality standards of the organization and the external audiences.

Hartman has 25 years of varied experience in public education. She began her career as an elementary school teacher and has served both as a school principal and a district level administrator. Most recently she worked as a curriculum and assessment expert to support the improvement efforts of low performing schools in northern California. Hartman has worked in small, rural schools as well as in urban settings and has taught all grade levels from kindergarten through eighth grade and at the university graduate level.

Hartman received her Bachelor of Science degree in Education from Miami University in Oxford, Ohio, her Master of Arts degree in Computer-based Education from California Polytechnic State University in San Luis Obispo, California, and her Ed.D. in Education Administration from Teachers College, Columbia University in New York.

### **Allison Henderson**

Allison Henderson is an Associate Director at Westat (Rockville, MD) with nearly 25 years of experience in research design and methods, policy analysis, database management, and report writing. Ms. Henderson has managed and participated in a broad range of activities to provide decision makers with information about Federal and state education programs. She has provided extensive technical, outreach, and communications services to states and local education agencies through several Federally-funded initiatives. Her areas of expertise include teacher quality, education and accountability indicators, compensatory education programs, postsecondary education, and programs for at-risk youth. She has supported the U.S. Department of Education in implementing the teacher quality provisions of the Elementary and Secondary Education Act since 2003. She currently directs the Center for Educator Compensation Reform which was established in 2006 to support Teacher Incentive Fund grantees that are developing and implementing performance-based teacher and principal compensation systems in high-need schools. Ms. Henderson received degrees in Political Science from West Virginia State College University (B.A., 1983) and Kent State University (M.A., 1985).

### **Stephan Henry**

Stephan (Steve) Henry, Ph.D. (University of Kansas) is President/CEO of REASolutions, LLC. He served as General Director of Research, Evaluation and Assessment for Topeka Public Schools for 23 years before forming his own consulting company in July of 2009. He was a member and former chair of the Kansas Assessment Program Advisory Council and is an immediate past Vice President of the American Educational Research Association (AERA) heading up its 2500 member Division H (Research, Evaluation, and Assessment in the Schools).

He serves as AERA's representative to the Joint Committee on Educational Evaluation. He also served as President of the National Association of Test Directors and the Directors of Research and Evaluation. Dr. Henry served on the Joint Committee on Testing Practices and has done extensive work for the US Department of Education as a Peer Reviewer of State Assessment Systems. His professional interests include classroom formative assessment practices, use of assessment data, and program evaluation.

### *Priscilla Hernandez-Petrosky*

Priscilla Hernandez-Petrosky was born and raised in New York City, New York. She attended the public school system graduating from Louis D. Brandes High School. She earned her bachelor's degree from City College of New York and a master's degree from Long Island University. Priscilla Hernandez- Petrosky began her career in the New York City Schools as a Bilingual Teacher in 1973. She was the Bilingual Teacher/Coordinator at Francis Scott Key Intermediate School. Ms. Hernandez- Petrosky entered the Jersey City School District in 1976 where she was an Elementary School Teacher, a Bilingual Lead Teacher, and a Learning Disabilities Teacher Consultant. She was then promoted to the position of Principal of Dr. Michael Conti Public School in 1984. As principal, she brought much distinction and honor to her school and the district.

Under Ms. Hernandez-Petrosky's leadership, Michael Conti School became a showplace for the district, state, and nation. It was nominated as a Blue Ribbon School by the New Jersey Department of Education in 1996. This nomination recognized Dr. Michael Conti Public School for demonstrating outstanding performance in the areas of student achievement, teaching and learning, assessment practices, school organization, school community, integration of technology and best practices. In 1998, Ms. Hernandez- Petrosky accepted the position of Associate Superintendent for the Jersey City School District. Ms. Hernandez- Petrosky's exemplary leadership created a collaborative culture with all stakeholders which transformed schools into productive learning environments for all students.

While Principal of Dr. Michael Conti Public School, Ms. Hernandez- Petrosky was selected to participate by New Jersey City University "Role Models Program". Dr. Michael Conti Public School served as a laboratory demonstration school site for perspective teachers from 1994 – 1998. Ms. Hernandez- Petrosky was awarded the Municipal/Council Educator Award by the City of Jersey City in 2003. She also received the Diana Cuthbertson, Parent – Professional Collaboration Award in 2005 by the State Parent Advocacy Network (SPAN).

Ms. Hernandez- Petrosky has worked as an educator for 36 years. She has also served as an adjunct professor at Kean University and New Jersey City University. She has been active in promoting best instructional practices and effective educational leadership. She has participated on many district and state educational committees. She has presented at conferences on the state and district levels on such varied topics as Implementing Inclusive Programs, Differentiated Teaching, Responsive Schools, Addressing Behavioral Needs, Educating the Special Child, Instructional Strategies for Diverse Learners, Reforming Schools for Success, Response to Intervention(RtI) and School Leadership in an Urban Setting. Ms. Hernandez- Petrosky has been an advocate for the significance of meeting students' emotional and behavioral needs by providing behavioral support services to students and their families.

Ms. Hernandez- Petrosky is a visionary leader who has garnered the respect and admiration of her colleagues and school community.



### **Marsha Hirano-Nakanishi**

For over thirty years, Dr. Marsha Hirano-Nakanishi has been involved with work to strengthen education and educational opportunity. As Assistant Vice Chancellor of Academic Research and Resources in Academic Affairs at the California State University System's Office of the Chancellor where she has served since 1989 primarily addressing issues of accountability, Hirano-Nakanishi oversees the CSU accountability program and works with CSU campuses in their participation with the national Voluntary System of Accountability, and provides support to the National Association of System Heads' initiative, "Access to Success." She coordinated the development of the Early Assessment of Readiness for College English and Mathematics, a joint project of California public schools and the California State University, to reduce high school testing time, to provide eleventh graders with a timely gauge on their readiness for college work, and to ensure that college-going students enter higher education with baseline proficiencies. Hirano-Nakanishi also works to support public education as the CSU's representative to the boards of WestEd, Far West Regional Laboratory, and Southwest Regional Laboratory.

Before entering higher educational administration, Dr. Hirano-Nakanishi was co-editor-in-chief of the Harvard Educational Review and a policy consultant and analyst on issues regarding educational finance reform, desegregation, language policy and K-12 attrition on projects financed by the National Institute of Education, National Center for Education Statistics, and the Carnegie Foundation. For the American Educational Research Association (AERA), Dr. Hirano-Nakanishi served as chair of a Postsecondary Education Division Annual Program and as chair of the AERA Ad Hoc Committee on Minority Fellowships. More current professional activities include Chair of the Higher Education Data Policy Committee and member of the Board of Directors for the Association for Institutional Research (AIR).

For over twenty years, Hirano-Nakanishi has participated with the Harvard Club of Southern California through its alumni-schools function as an interviewer since the late '80s and as the Southern California alumni-schools co-chair since 2002. Hirano-Nakanishi has published on diversity in America and American education, chaired the Asian American Education Commission of the Los Angeles Unified School District, and been a panelist urging the need for the inclusion of diverse perspectives and peoples in the fabric of American life.

Marsha Hirano-Nakanishi is a graduate of Stanford University with a bachelor's of science degree in mathematics and holds a doctorate from Harvard University in social policy analysis. Hirano-Nakanishi's civic activities have included: the State Bar of California's Committee of Bar Examiners and Commission on Judicial Nominees Evaluation; the board of California Council for the Humanities; the board of the Special Olympics of Southern California; the City of Los Angeles' Board of Information Technology Commissioners (Vice President), Commission on Children, Youth and Their Families, Board of Library Commissioners, and Commission on the Status of Women; the Los Angeles YWCA Board of Directors; the United Way of Los Angeles' Strategic Planning Committee; national Harvard Alumni Association committees, the Harvard Graduate School of Education's Alumni Council; and the Harvard Club of Southern California (board member, secretary, co-vice president of communications, and executive vice president).

### **Charles R. Hokanson, Jr.**

An expert in Federal and State education law and policy reform, Mr. Hokanson has deep expertise in policy issues concerning early childhood education, elementary and secondary

education, higher education and Federal student loans, civil rights, special education and rehabilitation policy, charter schools, teacher quality, school choice, homeschooling, and private education. As President and CEO of Hokanson Consulting Group LLC, Mr. Hokanson works with government, nonprofit, and foundation clients on strategic planning, policy development and analysis, and donor relations, especially in the area of education reform.

Previously, Mr. Hokanson served as President of the Alliance for School Choice and the Advocates for School Choice, the nation's leading 501(c)(3) and (501)(c)(4) nonprofit organizations promoting the school choice movement. He dramatically strengthened these organizations' infrastructure and financial situation, expanded fundraising, and led a highly successful state projects team in the legislative and policy promotion of education reforms in approximately 18 strategically selected states a year.

From 2003-07, Mr. Hokanson served in three appointments in the George W. Bush Administration, all at the U.S. Department of Education. At various times, he was the second-ranking political official in three of the Department's primary offices, counseling two Cabinet Secretaries, two General Counsels, and Assistant Secretaries from every program and leadership office of the Department on legal, policy, and management issues. As U.S. Deputy Assistant Secretary for Elementary and Secondary Education, Mr. Hokanson was responsible for aligning over 20 preK-12 grant programs with the President's and Secretary's policy priorities, and he ensured compliance by States and grantees receiving over \$20 billion in annual funding and oversaw many of the Secretary's strategic policy initiatives. He also served as Chief of Staff in the Office of the General Counsel and the Office of Planning, Evaluation, and Policy Development.

Before joining the Bush Administration, Mr. Hokanson served as a Professional Staff Member to now-Minority Leader John Boehner (R-OH) on the U.S. House of Representatives Committee on Education and the Workforce, where he served as a key staff negotiator on the No Child Left Behind Act of 2001, as well as the lead House Republican staffer coordinating the reauthorization of the Individuals with Disabilities Education Act. Prior to entering government service, Mr. Hokanson was Research Fellow at the Manhattan Institute for Public Policy Research and Finance Director and Research Fellow at the Thomas B. Fordham Foundation, where he co-edited a widely read volume on how to reform the Federal special education system, *Rethinking Special Education for a New Century* (with Chester E. Finn, Jr. and Andrew Rotherham, Thomas B. Fordham Foundation and Progressive Policy Institute, 2001).

Before embarking on his education reform career, Mr. Hokanson was an Associate in the Washington, D.C. law offices of Steptoe & Johnson LLP and served as Editor-in-Chief of the Harvard Journal of Law and Public Policy. He earned his Juris Doctor degree from Harvard Law School and a Master in Public Policy degree from the John F. Kennedy School of Government at Harvard University. Mr. Hokanson also holds a Master of Arts degree in History and a Bachelor of Arts degree in History and American Studies from Stanford University, where he graduated with distinction and Phi Beta Kappa honors and received the University's highest student award at graduation.

### *Marc Holley*

Marc Holley is a program officer at the Walton Family Foundation. Holley is the author of *A Teacher Quality Primer*, a 2008 book on market-based reforms to improve teacher quality. Holley conducted research on teacher quality, school consolidation, educational technology, and

school finance as a senior research associate at the Office for Education Policy at the University of Arkansas Department of Education Reform. In addition to publishing research in peer-reviewed publications, conducting program evaluations, and contributing opinion pieces on education reform to multiple magazines and newspapers, he has worked with the Institute of Education Sciences' What Works Clearinghouse. Holley's experience in education includes six years as a school administrator and teacher. He also served for two years as a Peace Corps volunteer in Romania. Holley holds a Ph.D. in Public Policy from the University of Arkansas, a M.Ed. in Education Administration and Policy from the University of Georgia, and an A.B., cum laude, in classics from Harvard University.

### **G. Thomas Houlihan**

Dr. Tom Houlihan is President/CEO of his own firm specializing in organizational improvement and leadership in education. His clients include foundations, private industry and state and local school systems. He previously served as Executive Director of the Council of Chief State School Officers, serving in that national leadership role since 2001. Prior to serving CCSSO, Tom served as President/CEO of the North Carolina Partnership for Excellence.

Currently Tom serves on the NC State Board of Community Colleges (NC House appointee) and the Scholars Council at NC State University (Institute for Emerging Issues). In addition he is Chair of the Burroughs Wellcome Fund's SSEP Selection Committee for K12 math/science education awards.

Dr. Houlihan previously served as Senior Education Advisor to Governor James B. Hunt, Jr., Governor of North Carolina. With a background as a teacher, high school principal and superintendent, Dr. Houlihan is the first educator in history to hold Cabinet level status in a North Carolina Governor's administration.

An author and frequent speaker/consultant, Dr. Houlihan was selected "Superintendent of the Year" in North Carolina and was one of four finalists for national "Superintendent of the Year." He has also been honored by his alma maters, Indiana University and North Carolina State University, as a distinguished alumni award winner for contributions to education. Dr. Houlihan has written three books, co-authored a Resource Kit on School Improvement, and published over 200 professional and news media articles.

### **Janice E. Jackson**

Janice Jackson is a Lecturer on Education at the Harvard Graduate School of Education. She is the Senior Associate on the Wallace funded Executive Leadership Program for Educators. The initiative is a multi-year collaborative effort of the Harvard Business School, the Harvard Graduate School of Education, and the John F. Kennedy School of Government, working with district and state superintendents and their teams to help bring high quality teaching and learning to scale. Dr. Jackson is also a faculty member in the Leadership for Change Program in the Carroll School of Management at Boston College. Prior to coming to the Harvard Graduate School of Education she was an assistant professor at Boston College in the Lynch School of Education with a joint appoint in the Department of Teacher Education, Special Education, Curriculum & Instruction and the Department of Educational Administration and Higher Education. She entered higher education after serving as the Deputy Superintendent for the Boston Public Schools. During the first term of the Clinton Administration she served as Deputy Assistant Secretary for Elementary and Secondary Education for the U. S. Department of Education. She also served as Acting Assistant Secretary for the same organization. Dr. Jackson

has held several positions with the Milwaukee Public Schools in Wisconsin. Her last position with them was the Coordinator of School-based Management. The other positions she held were human relations coordinator, personnel analyst, and substitute teacher. Her professional career has included two positions with the Archdiocese of Milwaukee- the Director of the Office for Black Catholics and elementary school teacher. She has been a consultant on issues related to the reform of urban schools.

At this time her research interests are focused in four areas: 1. bridging the gap between research and practice, 2. leadership and organizational change in public school districts, 3. teachers' and principals' professional identity, and 4. reflective judgment of teachers and principals.

### **Michael C. Johanek**

Mike is a Senior Fellow at the Graduate School of Education (GSE), University of Pennsylvania, where he is also Director of the Mid-Career Doctoral Program in Educational Leadership and Co-Director of the Americas Educational Leadership Network.

Before coming to Penn in the spring of 2007, he served as Vice President of Professional Services for Teachscape, a for-profit blended technology services company, where he managed all service engagements nationally. He is the former Executive Director for K-12 Professional Development, The College Board, where he managed programs supporting over 500,000 middle and high school teachers, college faculty, coordinators, and administrators, including those involved in the Advanced Placement Program. He founded, developed, and managed a program development and operations department with responsibilities including new product development, in-person training, web services, electronic and print publications, regional office operational support, marketing and research. A former high school teacher in Cleveland, New York, and Lima, Peru, he taught in and managed the Fellows in Teaching Program and Urban Fellow Program at Teachers College, Columbia University prior to joining the College Board.

Dr. Johanek currently serves on the board of Research for Action, a non-profit organization engaged in education research and evaluation, and on the Advisory Council of the Penn Center for Educational Leadership. Prior to serving as a reviewer for the Race to the Top competition, he served on the Working Group for Postsecondary Linkage Efforts to Improve College Readiness for the U.S. Department of Education and on the Annenberg Commission on Public Schools for their Institutions of Democracy Project. He served as co-PI and advisor in several National Science Foundation-funded professional development research projects, on the National Education Advisory Board for the French & Indian War 250th Anniversary Commemoration, and on the Organization of American Historians-Advanced Placement Joint Advisory Board on Teaching the U.S. History Survey. He recently served on the Alumni Council at Teachers College, Columbia University, and on the Board of Trustees of *The Concord Review*. He has recently served as a peer reviewer for AERA, UCEA, and the History of Education Society. He has occasionally taught at New York University's Steinhardt School of Education.

Recent books and publications include "School Reform that Matters," GSE: A Review of Research, Fall 2009: 1-9; "The Enduring Appeal of Community Schools," with Lee Benson, Ira Harkavy, and John Puckett. *American Educator*, Summer, 2009: 22-29; 47; *Leonard Covello and the Making of Benjamin Franklin High School: Education As If Citizenship Mattered* with John Puckett, Temple University Press, 2007; "The State of Civic Education" with John Puckett, University of Pennsylvania, in Susan Fuhrman & Marvin Lazerson, eds., *Public Schools as Institutions of Democracy* (Oxford University Press, 2005); and *A Faithful Mirror - Reflections*

*on the College Board and Education in America*, editor. The College Board, 2001. Current interests include community-centered approaches to education, citizenship development, and educational leadership.

### **Joe Keeney**

Joe Keeney is the founder and CEO of 4th Sector Solutions, which provides consulting services and capacity building support to charter school organizations, independent school networks, and foundations. Joe has over 15 years of education industry and consulting experience. From 1997-2005 Joe was with Edison Schools Inc., where he served as President of Edison Charter Schools. While at Edison, he led the development of the nation's largest network of public charter schools, serving approximately 30,000 students in 14 states. Prior to Edison, Joe had been a divisional president and chief operating officer of a Fortune 1000 global manufacturer, and a corporate strategy consultant at LEK Consulting Inc.

Joe has a BA in economics from Columbia College and an MBA with high distinction from Harvard Business School, where he was elected a Baker Scholar and received the Macy Scholarship and the Uhlmann Award. Joe also earned an EdM in education leadership from Teachers College, Columbia University, and served as a mentor in the Leadership for Educational Entrepreneurship program at Arizona State University. He is the author of several book chapters for American Enterprise Institute publications. Joe is also a board member of the New Orleans School Facility Project, a non-profit organization with a mission to promote equitable access to all public school buildings for all public school programs in Orleans Parish.

### **Michael W. Kirst**

Michael W. Kirst is Emeritus Professor of Education and Business Administration at Stanford University. He is a faculty affiliate with the Department of Political Science, and has a courtesy appointment with the Graduate School of Business. Professor Kirst was a member of the California State Board of Education (1975-1982) and its president from 1977 to 1981.

Dr. Kirst received his bachelor's degree in economics from Dartmouth College, his M.P.A. in government and economics from Harvard University, and his Ph.D. in political economy and government from Harvard.

Before joining the Stanford University faculty, Dr. Kirst held several positions with the federal government, including Staff Director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and Director of Program Planning and Evaluation for the Bureau of Elementary and Secondary Education in the U.S. Office of Education (now the U.S. Department of Education). He was a Budget Examiner in the Federal Office of Budget and Management, and Associate Director of the White House Fellows. He was a program analyst for the Title I ESEA Program at its inception in 1965.

Dr. Kirst is active in several professional organizations. He was a fellow at the Center for Advanced Study in Behavioral Sciences. He has been a member of the National Academy of Education since 1979. He was Vice-President of the American Educational Research Association and a commissioner of the Education Commission of the States. Kirst co-founded Policy Analysis for California Education (PACE).

A prolific writer, Dr. Kirst has authored ten books, including *The Political Dynamics of American Education* (2005). As a policy generalist, Professor Kirst has published articles on school finance politics, curriculum politics, intergovernmental relations, as well as education reform policies.

He is a member of the management and research staff of the Consortium for Policy Research in Education, a federally funded center. His recent book, *From High School to College* (2004), concerns improving student preparation for success in postsecondary education.

While Kirst's early work focused primarily on K-12 policy and politics, much of his recent work has focused on college preparation and college success at broad access postsecondary institutions that are open enrollment, or accept all qualified applicants. The disconnections between K-12 and postsecondary education cause much of the low college completion rates. Only K-12 and postsecondary education working together to improve preparation and college readiness will increase college completion.

### **Linda Kolbusz-Kosan**

Linda Kolbusz-Kosan is an educational consultant with over 30 years experience in the field. Her teaching, administrative and policy work spans from early childhood through college. It has been in school districts with urban, suburban, and rural schools as well as at colleges/universities, regional, state and federal agencies. The various positions she has held are: statewide coordinator for induction and mentoring of beginning teachers; special assistant to the president and associate vice president for development and governmental relations at a community college; assistant superintendent for program development; district director of assessment and grants; staff development facilitator; interim building administrator; coordinator of multilingual program; and teacher at prekindergarten through high school. Linda holds a Bachelors and a Masters degree in education from Northern IL University. She has completed coursework toward a Ph.D. in Public Policy Analysis with an emphasis in administration at the University of IL at Chicago. She has presented at national conferences, published articles, served on national/state advisory panels, and has completed coursework/training in the areas of administration, coaching, professional development, English language learners, early childhood, special education, elementary and secondary education.

These positions have given Ms Kolbusz-Kosan federal, state, regional, college/university, district, cabinet, central office, building and classroom level experience in the following areas:

- policy development;
- liaison to local, state and federal legislators;
- participation in development of standards and assessment;
- coordinating a small pilot and taking it to scale at a state level;
- coordinating a statewide, regional and local proposal review process; participating in federal review processes through a variety of agencies;
- resource development and proposal writing/editing for external funding from civic groups, foundations, and federal, state, regional and local agencies;
- co-facilitating a statewide collaborative which included public and private higher education institutions, foundations, business/industry, research agencies, educational support groups, researchers, public school districts, state department of education;

- collecting data on the implementation of the pilots and preparing reports to disseminate in understandable/useable formats to policymakers;
- strategic planning;
- charter school proposal development guidelines;
- managing change initiatives within and across agencies; support of principals and their school improvement teams;
- development of professional learning communities to use data for academic improvement;
- research, start up, implementation, administration of programs, and dissemination of best practices in a variety of areas such as:
  - induction, mentoring, teacher quality,
  - collaboration across agencies,
  - inclusive practices with the general education population as well as those with unique needs such as students in early childhood-birth to age 8, those with disabilities, students who are gifted and talented and those from diverse backgrounds (language, culture, ethnicity, sexual orientation, religion, class, race, national origin, socio-economic status, etc.);
  - diversity;
  - transition from Head Start through the early grades, member of national peer review evaluation team for transition demonstration project;
  - leadership and coaching of administrators, parents/family members, and community;
- liaison to the board of trustees;
- media spokesperson;
- community relations facilitator, administrative point person to community referendum group; and
- quality management principles for continuous improvement process.

### **Harold Levy**

Harold Levy was New York City Schools Chancellor, Associate General Counsel and Director of Global Compliance of Citigroup and Executive Vice President of Kaplan, Inc. He also chaired the NYC Commission on School Facilities, which resulted in over \$1 billion in school building renovations. As Chancellor, he started the much emulated Teaching Fellows program, which provides traditional masters in education degrees to career changers, expanded the Chancellors District for failing schools and managed the system during 9/11. He currently is Managing Director of Palm Ventures, LLC, an investment company that focuses on education and business software and services. He is also a trustee of Pace University and a member of the board of Cambium Learning Group, which provides research-based education solutions. He lives in New York City.

### **Jeraul Mackey**

Jeraul Mackey is an education entrepreneur. He is the founder of Appliki, a web-based platform allowing students to complete their college and scholarship applications with the support of their social network. Previously, Jeraul was College Summit's Public Policy and Government Affairs Specialist. In this role, he managed the organization's federal appropriations strategy and successfully pursued legislation to measure and make publically available college enrollment rates by high school. As a member of its strategic advisory team, Jeraul previously assisted the Louisiana Recovery Authority's Education Task Force, helping develop a plan for rebuilding educational systems in areas affected by Hurricane Katrina and Rita. He has also served on

numerous state and local boards, including Louisiana's Blue Ribbon Commission for Educational Excellence, Board of Regents for Higher Education and the Barbara Jordan Public Charter School in Washington, DC. He received his bachelor's degree in Secondary Education English from the University of New Orleans.

**William S. McKersie**

Currently the Associate Superintendent for Academic Excellence in the Archdiocese of Boston, Bill McKersie is a senior educational leader skilled in producing sustainable change in public, Catholic and independent schools and districts, as well as in higher education. Bill is known for collaborating with religious leaders, school boards, teacher unions, principals, teachers, community leaders, business leaders, parents and students in urban and suburban communities. He has held senior leadership roles at the Archdiocese of Boston, Harvard Graduate School of Education, Cleveland Heights-University Heights City Schools, The Cleveland Foundation, the Joyce Foundation and Northfield Mount Hermon School. Bill has published numerous articles on school reform, public policy and philanthropy. A career-long soccer coach, Bill directs the FC Greater Boston Bolts' Junior Academy, which works with young players ages 5-9. Bill earned a Ph.D. from The University of Chicago, an Ed.M. from the Harvard Graduate School of Education, and a B.A. from Tufts University.

**Mary McNabb**

Dr. Mary McNabb has in-depth experience related to educational reform, program evaluation, and education policy and leadership. From 1996 to 2000, Dr. McNabb served as senior program associate and then director of research in educational technology for the North Central Regional Educational Laboratory (NCREL). During her tenure at NCREL, she was the lead author of the *Technology Connections to School Improvement Handbook* for school leadership committees and the companion booklet *Technology Connections to School Improvement Teacher's Guide*, which have been widely distributed by the U.S. Department of Education to school improvement teams throughout the U.S. She was the principal author of *Data-Driven Decisions for Technology*, an interactive CD-ROM distributed by the U.S. Department of Education since 2000 to guide school leadership in how to use data and technology for continuous improvement in teaching and student achievement. While at NCREL, she assisted with education reform projects for the North Central Eisenhower Mathematics and Science Consortium. She worked closely with the Office of Educational Technology at the U.S. Department of Education on national and regional conferences that provided technical assistance to state teams in evaluating uses of technology for school improvement in K-16 settings. In 2001, Dr. McNabb held a one-year term as research scientist for the University of Denver Research Institute where she co-chaired a national leadership panel that studied e-learning cultures and served on the Preparing Tomorrow's Teachers to Use Technology (PT3) systemic program evaluation committee for the U.S. Department of Education. Since 2002, she has been an independent consultant providing professional development and evaluation services to a wide variety of education reform initiatives throughout the United States. Among the programs for which she has provided consulting services are the How People Learn National Dissemination Consortium at Vanderbilt University, the Michigan Challenge Grant for Leadership Development funded by the Gates Foundation, the nation-wide Hewlett-Packard High-Achieving High-Poverty schools professional development program, the Technology Integration and Assessment Leadership Series for school teams in Ohio, the 21st Century Information Fluency program at the Illinois Mathematics and Science Academy, the National Institutes of Health's Bridges to the Baccalaureate STEM-related grant at Roosevelt University. Dr. McNabb is the primary author of



*Literacy Learning in Networked Classrooms* for the International Reading Association. She has published numerous articles and conducted many workshops and presentations related to education reform issues for K-16 educators. Her credentials include Doctor of Education in instructional technology, Master of Science in educational psychology and assessment, Master of Arts and Bachelor of Arts in English. She is a licensed professional counselor in Illinois and a globally certified career development facilitator. She has experience teaching reading and writing and education courses at the post-secondary level. She has served on a national leadership committee for education technology standards for teachers and currently serves on peer review boards for three education journals.

### **Margaret E. McNeely**

Margaret McNeely retired from the U.S. Department of Education in 2007 following a three decade career. Ms. McNeely had the opportunity to witness not only changes in the federal role in education but more importantly the evolution of school reform approaches at the state and local level. During her career at the Department, she managed the Comprehensive Center Program and the Comprehensive School Reform Program (CSR) in the Office of Elementary and Secondary Education. Other assignments included: coordinating the first review of State Title I Assessment Programs under the Improving America's Schools Act (IASA) as well as the initial funding for state level standards and assessment development in the Office of Educational Research and Improvement. One highlight of her career was helping to establish the First in the World Consortium in Illinois to develop in-depth changes in teaching and learning based on the results of The Third International Mathematics and Science assessment program. Ms. McNeely holds a M.S. in Education from Syracuse University.

### **Linda Plattner**

Linda Plattner is president of Strategic Teaching, an organization of outstanding educators dedicated to strengthening teacher quality and the systems in which teachers work.

Plattner is one of the nation's leading experts in the creation of challenging, balanced standards in mathematics and working with educators to make standards meaningful for students. She worked as a mathematics teacher in high-poverty middle schools, served as a district curriculum specialist, and guided reform programs focused on student achievement.

Beginning her career in Washington State, Plattner has been based in the Washington, DC, area since 1997, but works across the country and around the world. Strategic Teaching is often hired by states, school districts, non-profit organizations and philanthropies trying to significantly improve student achievement. Much of her efforts continue to involve the creation, review and implementation of academic standards along with helping teachers use research-based instructional practices.

### **Patricia P. Porter**

Patricia Porter has more than 40 years of experience in the field of education and holds a Master of Education degree in Curriculum and Instruction and a Bachelor of Arts degree in History and Social Sciences from the University of Delaware. She is President, Instruction-Driven Measurement Center, located in Austin, Texas. This non-profit educational organization develops and evaluates customized data-driven curricula for states and districts and trains educators to use data effectively to improve classroom instruction. She currently consults with

other organizations in the development and evaluation of content standards, formative and summative assessments, and beginning educator mentoring programs.

Other positions held by Patricia Porter were the following:

- Vice-President of Large-Scale Assessment, Data Recognition Corporation. She led the development of new products and offerings, such as electronic testing and user-friendly reports of assessment results; served as the primary expert on education policy and assessment initiatives at both the state and national levels; and led business development initiatives to procure new client states and enhance offerings to current clients.
- Director of Accountability, Texas State Board for Educator Certification. She managed the development of educator content standards and more than 60 new customized tests for the certification of Texas educators; developed and implemented the Texas Beginning Educator Support System; managed the nation's first accountability system for educator preparation programs; and oversaw the design and implementation of the Title II Federal Reporting System.
- Director of Programs II, Texas Education Agency. She served as deputy director of the Student Assessment Division, which developed and implemented all state assessments for students and tested approximately 2.5 million students annually; directed the planning, design, and development of all Texas statewide student assessments; and developed and implemented the nation's first assessment of direct writing.
- Principal of a church-related elementary school and increased the school's enrollment by 50%.
- Elementary School Teacher and grade-level chairperson in Arizona and Maryland.
- Education Director of a Museum and Historical Library in Delaware.

### **Jennifer B. Presley**

Dr. Jennifer B. Presley is currently the Director of Science and Mathematics Education Policy at the Association for Public and Land-grant Universities. She has 30 years experience in education policy research and higher education management, most recently, as the founding director of the Illinois Education Research Council, an organization established to address P-20 state policy issues, and research professor at Southern Illinois University. Prior to joining the IERC, Dr. Presley was associate provost for planning and senior research scholar at the University of Maryland, College Park and a consultant/evaluator in Washington, D.C. She has also led offices of policy research with the Connecticut Board of Governors for Higher Education, the University of Wisconsin System, and the University of Massachusetts at Boston. Prior to graduate school she was management services officer of the Biochemistry & Biophysics Department at the University of California, San Francisco. Dr. Presley has published articles and reports on topics ranging from pre-school teacher supply to graduate education.

She earned her bachelor's degree in political science from San Francisco State University in 1977, and her doctorate in higher education policy analysis from Stanford University in 1981. She grew up in London, England and came to the U.S. in 1967.

### **Diane Robinson**

Diane Robinson is an educational consultant who brings over 15 years of experience in the education and non-profit sectors. Diane was previously the National Director of Recruitment & Selection for the KIPP Foundation. In that role, she helped to grow the KIPP network from just

over 60 schools to almost 100 schools. Prior to joining the KIPP Foundation, Diane worked for almost a decade in regional and national leadership roles on the Teach For America staff to help build and expand the organization across the country. During her tenure with Teach For America, she fundraised close to \$10 million from public and private sectors, managed the Los Angeles region for five years and started the Connecticut, Hawaii, and Memphis regions. She also worked as Vice President of Regional Operations to manage all aspects of 22 regional offices of the organization. Diane began her career in education as a teacher through the Teach For America program in Los Angeles. She has a Bachelor of Arts in political science from Vassar College and a Master of Arts in education from California State University at Dominguez Hills.

### *Alan Ruby*

Alan Ruby has forty years experience in all aspects of education and human development. He has held senior posts in state, national and international organizations and has been a policy advisor, strategic planner and change agent in many government and non government settings including one of the world's largest philanthropies. He has professional experience in over twenty countries at all stages of economic and social development. He has written and spoken extensively on education reform, education as an industry and the importance of data and analysis in education decision making. His experiences range from high school teacher to state education system executive, to national education policy advisor and administrator and international senior executive.

For the last five years he has been Senior Fellow for International Education at the University of Pennsylvania's Graduate School of Education. During that time Mr. Ruby focused on globalization's effects on universities and education around the world. He helped design and implement the School's International Education Development Masters program and served as academic adviser and course director. A highly regarded teacher he has held graduate seminars on "Globalization and the University" and "Learning from Education Practices of Other Nations." He earned the School's Excellence in Teaching Award in 2006. He also served as co-director of a project advising the Government of Panama on school education (especially education finance), as academic leader for the School's joint doctoral degree program with East China Normal University, and on the School's International Education and Admissions Committees. In 2007 Mr. Ruby served on the review panel advising the Dean of Harvard University's Graduate School of Education on international education.

He writes frequently for print and electronic media on international aspects of education and the global education industry in all its forms from exports of services to brands and branch campuses. His is an excellent presenter and in the last 12 months has spoken to many groups ranging from school district leaders in Michigan to an international forum on the future of the Asia Pacific market for higher education.

He also currently serves on the Board of the University of Sydney's USA Foundation raising funds that university and other educational institutions in Australia and advises other groups on fund raising. Mr. Ruby maintains his interest in education and its role in economic and social development by working as a Senior Technical Advisor for Education at the Results for Development Institute a group committed to designing and realizing better human development practices in developing economies. Most recently he has advised the Prime Minister of Kazakhstan on the country's national economic strategy for the next ten years and assisted the team establishing the New University of Astana.

In addition Mr. Ruby has served as the leader of the education group on the global World Justice Forum which seeks to promote the rule of law across disciplines and fields of study and action. He created and piloted a graduate course in Ethical Dilemmas in Human Development that show cases the complex moral, legal and professional issues involved in development. This will publicly available by the end of 2010.

Prior to joining the University of Pennsylvania Mr. Ruby was Senior Vice President at The Atlantic Philanthropies, where he developed a new strategic approach to grant making, had global responsibility for the Disadvantaged Children and Youth, the Ageing, and the Health of Populations Programs, and oversaw an annual grant budget of \$250 million. He led the work on the Foundation's new due diligence process and was integral in shaping and leading major changes in the organization's culture, operating style and professional staffing and training. He supervised a multicultural staff in eight different locations ranging from New York and Dublin to Hanoi and Johannesburg.

Before his time as a Senior Executive at The Atlantic Philanthropies, Mr. Ruby was Director of the Human Development Sector for the East Asia Region of the World Bank, where he led the World Bank's programs in education, health, and social insurance in 12 countries including China, Vietnam and Indonesia. He oversaw more than eighty staff and a loan and grant portfolio of \$ 9 Billion dollars. He headed a World Bank team that designed and implemented a massive scholarship program to keep Indonesian schools open during the financial crisis of the late 1990s, for which he received the World Bank President's Award for Excellence. He earned another President's Award for Excellence for financial innovation in combining World Bank loan funds with donor aid funding to finance a large-scale tuberculosis initiative in China. Mr. Ruby was also responsible initiating and promoting a major reform in the Bank's internal operational budget process and the creation of a cross national training program for senior education officials from developing economies.

Mr. Ruby served for over six years as Australia's Deputy Secretary of Employment, Education, Training and Youth Affairs, where he was responsible for primary and secondary education, higher education, and vocational education and training. His span of responsibilities included grants to State and Territory governments for schooling and government aid to the nation's significant private school sector. He oversaw higher education financing for the country's 40 plus universities and its large and complex vocational education system. This involved him in high level inter governmental negotiations, strategic planning and policy development at a time of major reform and change in Australia's education and training policy. He earlier served the Australian government as a senior executive for school policy and for international education. In the later role he was involved in the opening up of Australia's export of educational services.

During this time Mr. Ruby was also very active in international education matters including negotiating memorandum of understanding between Australia and other nations including Turkey and Thailand and in the formation of the education group in the Asia Pacific Economic Forum. He chaired the education program committee of the Organization for Economic Cooperation and Development (OECD) for some years and spoke frequently on international comparisons and school reform. Notably he was a core member of the Scientific Advisory Group that created the framework for the flagship OECD publication Education at a Glance.

Early in his career, he was a teacher and an official in the state government of New South Wales. As an official he was involved in facilities planning, commissions of inquiry, curriculum and

assessments policy, legislative reforms, labor and inter- governmental relations and the design, financing and implementation of programs to assist disadvantaged populations in a school system of 750,000 students and 2,300 schools.

Mr. Ruby maintains a longstanding interest in education reform particularly in schools, globalization, and the role of education and human development in developing economies. He has written extensively about international education, the global market in international students, performance data and indicators, and has advised the governments of China, Greece, Kazakhstan, Korea, Indonesia, Malaysia, New Zealand, Norway, Panama, Papua New Guinea, Thailand, the United States and Viet Nam on various aspects of education policy and planning.

### **Mary Russo**

A former principal of two public elementary schools, Mary Russo is a 2004 winner of the National Distinguished Principal of the Year Award. Her most recent assignment was serving as regional director of a 1400-student Catholic academy located on five inner-city campuses within a large urban archdiocese. The academy, the largest elementary school in the city, enrolled students from age 3 to Grade 8 on each campus. She served for two years as a principal-on-loan to the Annenberg Challenge, a \$10 million dollar grant program involving 24 schools within the her school district. She has taught at the elementary, middle, and high school levels and was a program director for reading with the school system's department of curriculum and instructional services. She is a member of the Advisory Board of the Harvard Graduate School of Education Principals' Center and an adjunct faculty member at Emmanuel College.

### **Mikaela Seligman**

Mikaela is a dynamic social innovator with a history of transforming community, organizational and team challenges into productive leadership opportunities. She has deep experience as both a leader in and consultant/coach to high impact organizations in the public, nonprofit and education sectors. She co-founded The OCL Group in 2006 to engage creative approaches to developing leadership; build practices of coaching in organizations; and strengthen knowledge sharing. She was a Partner until 2009, when she left to pursue new opportunities in coaching and leadership development in the education and nonprofit sectors. She designed and taught Leadership in George Mason University's executive program on Organizational Development and Knowledge Management, taught in a Master of Leadership program at St. Mary's College and has served a client base that includes international and domestic nonprofits, corporations, foundations and governments. In her earlier career, she served as a Charter Corps Member with Teach for America in Brooklyn, New York, and served on a small team that founded an innovative elementary school in the same community. Following her work in schools, she was a Program Officer in the early years of AmeriCorps, served as Vice-President and Chief Operating Officer for the largest coordinator of volunteer services in the Greater Washington region, and was Senior Advisor for Education to Washington DC Mayor Tony Williams.

Mikaela has a Master of Public Administration from Harvard University's Kennedy School of Government where she focused on Leadership and Education and served as a Teaching Fellow with Dr. Ronald Heifetz. She also has a Certificate in Leadership Coaching from Georgetown University. Her undergraduate degree in Journalism from Boston University prepared her well for a lifetime of inquiry.

*David Sigler*

David Sigler has been a Principal Associate at the Annenberg Institute for School Reform at Brown University since 2007. His work there focuses on using the Institute's district redesign tools in site-based partnerships to ensure central office resources are deployed to effectively support high quality instruction. He also works with district partners on issues of educator quality and human capital development strategy and facilitates cross-stakeholder collaboration in these areas. Prior to joining the Institute, David spent five years with the New Teacher Project working as a project manager and Partner in the organization's strategic partnerships business line. In this capacity he worked closely with school districts and human resources departments nationally to craft human capital strategy and reform human resources business processes. From 1999-2001, he spent two years placing and supporting teachers in the District of Columbia Public Schools with Teach for America and he began his career in public education as a second-grade teacher with the District of Columbia Public Schools in 1997. David holds a BA in philosophy from Creighton University and an MA in moral and political philosophy from the University of Illinois. His primary focus is urban education reform, with concentrations on human capital strategy, the role of teachers unions in school reform, and the role of a school district's central office in leading reform efforts.

*Deborah A. Sims*

Deborah A. Sims, Ed.D. served as a superintendent of schools, central office administrator, principal and teacher for over thirty two years is currently an educational leadership consultant to educational organizations in the areas of district and instructional leadership, strategic planning and system alignment.

As Superintendent of Schools in Antioch, California, Dr. Sims engaged the community in the development of *The Blueprint for Excellence*, a multi-year strategic reform plan designed to increase academic achievement for all students and to ensure that graduating students were prepared for college and the workplace. As a result of the reform efforts, student achievement, graduation rates, college entrance rates, and enrollment in advanced placement programs increased significantly.

Prior to her appointment as superintendent, Dr. Sims served as Chief of School Operations and Instructional Support for the San Francisco Unified School District. In her role she provided oversight and coordination for elementary and secondary schools, responsibility and supervision for the district's offices of Educational Placement and Parent Relations. Deborah Sims also served as an elementary school principal and teacher in the San Francisco Unified School District.

During her tenure as an administrator, she has served in many leadership capacities at the local, state and national levels. Dr. Sims has provided leadership in school reform, instruction and curriculum development, teacher and administrative leadership development and strategic planning.

Dr. Deborah Sims is a fellow of the 2005 Class of the Broad Urban Superintendents Academy. The academy is a rigorous ten-month executive management program designed to recruit and prepare CEOs and senior executives from business, nonprofit, military, government and education to lead urban public school systems.

Dr. Sims has received numerous awards for providing outstanding leadership in the field of education.

**Patricia Smith**

Pat Smith has held local, state and national educational leadership positions and been involved in the field of education at all levels from pre-school to adult literacy. A former English and social studies teacher, Mrs. Smith served eight years as a member and president of the Worthington Board of Education where she was instrumental in initiating pre-kindergarten screening, a comprehensive review of secondary curriculum, annual district reports, a study and reorganization of central office staff and major revisions in school report cards and board policies.

As a ten-year member and president of the State of Ohio Board of Education, she worked with state legislators to pass Ohio's first state-wide testing program, adopt standards in core subjects, obtain certification for dance and middle school teachers, early screening for gifted students and reading assessments in the early grades. She was appointed by the Governor to the Education Commission 2000 and by the Ohio Senate President to the Ohio Commission on School Expenditures whose work resulted in Ohio's establishing one of the first model language arts curriculums in the country.

Mrs. Smith received a Presidential appointment to the National Advisory Council on Adult Education for whom she authored an education reform report *Illiteracy in America: Extent, Causes and Suggested Solutions* that won an American Library Association Award.

Mrs. Smith served as Executive Assistant for Education Policy in the Ohio Office of Budget and Management and as Project Director for the Ohio School Net Commission's four-year evaluation of Ohio's \$1 billion technology initiative. She worked with Capital Partners, an Ohio governmental policy group, on issues such as the status of support for children with autism nationally and in Ohio, the overpopulation of special needs youth in juvenile justice systems, the development of workforce skills standards and optimal school building requirements.

Her background also includes a Presidential appointment to the Defense Advisory Committee on Women in the Armed Services, a gubernatorial appointment to the Ohio Arts Council, being employed as Cultural Arts Coordinator for the City of Columbus and founding the Pioneer Nursery School in Marietta, Ohio.

Mrs. Smith addressed the National School Boards Association on textbook selection and has spoken to a wide variety of business, philanthropic, educational and community groups on education reform. Currently she is a guest columnist on educational issues for the *Columbus Dispatch* and *Akron Beacon Journal* and serves as a volunteer tutor for special needs elementary students. She has bachelor's and master's degrees from The Ohio State University.

**Jim Sweeney**

Jim Sweeney earned his doctorate at Virginia Polytechnic Institute and State University and served in five states as teacher, counselor, principal, deputy superintendent, superintendent, university professor, and Foundation leader.

His experience as an educator in upstate New York State included teaching, counseling, and as serving as a principal in two high schools. One was a small high school, the other a 7-12 school of 1000 students.

He earned his doctoral degree and became a professor at Valdosta State College (Georgia) from 1977 to 1979. From 1979 to 1993 he was Professor of Educational Administration at Iowa State University. He served as head of Educational Administration, chaired Ph. D. committees, led implementation of a school –based principal preparation program, and conducted research in performance evaluation and school culture. He consulted with schools, districts, and state departments across the county and was very active in North Carolina and Texas.

From 1993 through 2003 he served as a school administrator in a diverse, large school district in Sacramento, California. After two years as Deputy Superintendent for School Improvement in Sacramento Unified School District (SCUSD) he was appointed as district superintendent and led district reform from 1997 to 2003. In 2000 SCUSD was recognized by the Council of Great City Schools as one of three urban districts most successful in improving student achievement and narrowing the achievement gap. He also spearheaded high school reform. SCUSD was a member of a seven district, five year, Carnegie supported effort to reform high schools. The reform effort in Sacramento centered on small schools and small learning communities.

In 2003 he accepted a position as Superintendent in Residence with the Stupski Foundation focusing on reform in eleven urban school districts. As Superintendent In Residence he worked with the superintendent on district reform in five school districts: Cumberland County, North Carolina, New Haven, Connecticut, Paterson, New Jersey, Pasadena, California, and West Contra Costa, California. In 2005 he became Director of Knowledge, Learning and Results leading the foundation effort in knowledge capture and dissemination to facilitate implementation of district reform to promote excellence and equity.

Dr. Jim Sweeney has authored more than 50 articles on school leadership and co-authored a book on judgment in the school principal role. He has been a featured speaker at national conventions, a presenter for professional associations, and conducted workshops across the country on district and school improvement.

### **Cheryl Z. Tibbals**

Cheryl Tibbals is a national consultant in the areas of policy, leadership, standards and assessment, district and school improvement, and development of coherent and aligned learning systems. Ms. Tibbals' experience ranges from serving as a classroom teacher and district administrator in California to state department leader in Kentucky to director positions in nonprofits including New Standards and the Council of Chief State School Officers.

Ms. Tibbals' early interest in assessments that push the envelope led her to involvement in the development of state assessments in two states – Kentucky and California. While at the San Diego County Office (SDCOE) of Education, Ms. Tibbals coordinated a joint SDCOE/ California Department of Education project to develop a voluntary, performance-based, end-of-course assessment program that provided secondary students with the opportunity to earn a special state diploma that could improve their chances for admission to state colleges and universities.



Ms. Tibbals later served as the Director of Assessment Development for Kentucky, developing and implementing the first standards-based/performance-based state assessment system in the country. This assessment system, which was central to the implementation of the Kentucky Education Reform Act, received the *Breaking the Mold Award* from the U.S. Department of Education.

After her work in Kentucky, Ms. Tibbals moved to Washington, DC, where she used her state level reform experience to assist states and districts with their reform agenda, serving as Director of State and District Relations for the *New Standards Project*, a partnership of 15 states and 6 urban districts. Subsequently, Ms. Tibbals' work with states continued at the *Council of Chief State School Officers (CCSSO)* where she served as Director of the State Leadership Center. At CCSSO, Ms. Tibbals developed a variety of projects and tools to assist state superintendents in implementing standards-based reforms. Among these were protocols for aligning and strengthening state standards, a compendium of research on effective school and district leadership, and development of a consortium of national organizations to work with states to develop new state policies to attract and sustain highly effective school and district leaders.

Ms. Tibbals presently resides in California where she serves as a national consultant with clients that range from state departments of education and large urban districts, like Los Angeles Unified, to education businesses and technology companies. Much of her work is in system design and student-work-centered professional development to change practice and improve student performance.

### **Gilbert Valdez**

Gilbert Valdez has a Ph.D. degree from the University of Maryland and participated in post-doctoral work at Stanford. Before his retirement in October 2005, he was Deputy Director at the North Central Regional Educational Laboratory/Learning Point Associates, Director of the Mathematics and the North Central Science Consortium and the North Central Regional Technology Consortium for thirteen years. Before that he was Manager of the Instructional Design Section at the Minnesota Department of Education for fourteen years. Some of the major responsibilities of this section were instructional design, technology, media, staff development, early childhood, gifted education, as well as the statewide instructional effectiveness efforts. The section also had oversight budgetary responsibility for Chapter I, Migrant Education and Limited English Proficiency programs. Before that he was a teacher and administrator with the Montgomery County Public School, Montgomery County, Maryland for nine years.

At the national level, he was chair and 2 years member of the ASCD Nominations committee, chair and three year member of the Publications Committee, was chairman of the 1991 national conference in San Francisco that had 9,000 participants. At the state level, was editor of the Minnesota ASCD journal for six years, was president of the State ASCD organization and since 1978 was on the executive board in one position or the other until 1993. He made hundreds of presentations at numerous conferences on topics on educational assessment and evaluation, curriculum development, instructional design and technology in the United States and several international locations including Norway, Greece, Mexico, China and El Salvador.

He was one of the authors of the ASCD publications titled *Technology in Today's Schools and Public Schools of Choice*; one of the authors of *Changing Patterns in Secondary Schools*; wrote a chapter in *Developing Distance Education*; have written articles in *Educational Leadership*,

Educational Technology Journal, Personal Computing, Technology and Learning and other publications.

He was a co-author of the Designing Learning and Technology for Educational Reform (1994) and Plugging In (1995) documents. He was quite involved in the creation of Pathways to School Improvement, MSC home page and Learning Through Technology NCREL Internet Servers. He was co-author of the ASCD Technology Planning (1997) and the ASCD Planning for Learning Through Technology (1997) CD-ROM and the author of the ASCD Creating A Vision CD-ROM, co-author of the ASCD CD-ROM Research on Learning Through Technology (1998). Most recently, he was coauthor on Technology Connections for School improvement – Planner’s Guide 1999, and Computer-based Technology and Learning: Evolving Uses and Expectations, 2000, Mastering the Mosaic-Framing Impact Factors to Aid Limited English Proficient Students in Mathematics and Science, 2003 and Using Technology to Support Limited English Proficient Student’s Learning Experiences, 2003; Technology Leadership: Enhancing Positive Educational Change 2004 and Co- Author of Transforming Learning for the 21st Century: An Economic Imperative 2005.

### **Elliot Weinbaum**

Elliot Weinbaum is a Senior Researcher at the Consortium for Policy Research in Education and is a Research Assistant Professor at the University of Pennsylvania. His work focuses on the development of education policy and its impact on teacher and administrator practice and school improvement. Dr. Weinbaum is the co-editor of the recently-published, "The Implementation Gap: Understanding Reform in High Schools." He is also the Principal Investigator of a study funded by the Institute for Education Sciences of the U.S. Department of Education that examines the impacts of No Child Left Behind on schools in Pennsylvania. His other research investigates state-led efforts to improve classroom instruction, central office efforts to scale-up reform practices, and international teacher preparation programs. Elliot holds a B.A. from Yale University and a Ph.D. from the University of Pennsylvania.

### **Joseph M. Wilson**

Joe grew up and attended public schools in Elizabeth, New Jersey and Wilmington, Delaware. Joe earned degrees from Amherst College, the University of Pennsylvania, the University of Southern California, and Harvard. Before becoming a high school principal, Joe was a teacher in Connecticut, a football coach at Amherst, Penn, and Trinity Colleges, a legal aid and trial lawyer in California, a school board member in San Jose, California, and served in the Delaware state government.

From 1994 through 2004, Joe was the Principal of an inner city school called Baltimore City College High School. “City” served a 92 percent African-American student body, 40 percent of whom qualified for subsidized meals. There, Joe worked with a coalition of alumni, students, staff, families, and concerned citizens to resurrect a failing school.

As a result of their efforts, enrollment at City grew from less than 900 to 1500, and the school was recognized as a *Newsweek* “Top American High School,” one of the original Gates Foundation “Breakthrough High Schools,” a Maryland and US Department of Education Blue Ribbon School of Excellence, and a Maryland Character Education High School of the Year.

During Joe's tenure, City became an International Baccalaureate Diploma school. By the time he left, 40 percent of the juniors and seniors were enrolled in one or more AP or International Baccalaureate courses. In Joe's later years, his graduates averaged five college acceptances and financial aid offers of nearly \$20,000 per student. In 2001, the *Toronto National Post* labeled City an "almost perfect school," and the *Baltimore Magazine* named Joe one of its 2001 "Baltimoreans of the Year."

In 2004 Joe began serving as Principal of Ithaca High School in Ithaca, New York. In the fifteen years before his arrival, the school had ten different principals. During his five years at IHS, Joe began a number of innovative and research based initiatives. These included a consistent, rubric-based discipline system, Link Crew, AVID, the Tripod Student Survey, and Professional Learning Communities. These innovations were proven methods for increasing student achievement, improving school climate, and closing achievement gaps.

By the end of the 2008 school year, there were measurable results. Student achievement as measured by grades in Regents classes had improved. Disciplinary referrals and suspensions were reduced by 50 to 80 percent (depending on student group). School-wide and special education drop-out rates had been reduced by 60 percent.

Throughout Joe's tenure, IHS continued to flourish in the areas where it had been traditionally strong. Each year, its students took more than 900 Advanced Placement exams with more than 90 percent earning a passing grade.<sup>1</sup> Each year, IHS was named a *Newsweek* "Top American High School." During these years according to *Newsweek*, IHS raised its student achievement index by ten percent and its equity and excellence score by 32 percent.

Joe retired in June of 2009 and has begun consulting on education policy and leadership matters.

---

<sup>1</sup> A "3" is regarded as a passing grade. Colleges typically award advanced placement credit to students who score a 3, 4, or 5.