



# RACE TO THE TOP

## GRANT REVIEW



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### Race to the Top Phase 2 Peer Review Panelists

Theodore	Andrews	Andrew	Hubner
Judith	Berg	*Janice	Jackson
Louann	Bierlein-Palmer	Joseph	Keeney
Charles	Byrd	Candace	Kelly-Hodge
Kaleem	Caire	Thel	Kocher
Betty	Caldwell-Stukes	Laura	Kohn
Jeffrey	Camp	Linda	Kolbusz-Kosan
Christine	Campbell	Richard	Lynch
Charles	Cassidy	Jeraul	Mackey
Kevin	Castner	William	McKersie
Sandra	Chavez	Mary	McNabb
Carol	Chelemer	Margaret	McNeely
Thomas	Chenoweth	Lynde	Paule
Cynthia	Clarke	Rachel	Pereira
Joseph	Cronin	*Jo Anne	Polite
John	Danielson	Wandra	Polk
Gail	Derrick	Julianna	Poole
Laura	Dukess	Patricia	Porter
Carol	Edwards	Jennifer	Presley
James	Fenwick	Ted	Price
Geoffrey	Fletcher	Al	Ramirez
David	Fried	Maria	Reyes
Eugene	Garcia	Randy	Ross
Rhonda	Gardner	Alan	Ruby
Lynne	Haefele	Mary	Russo
Lois	Haid	Deborah	Sims
Ruth	Hall	Patricia	Smith
Virginia	Hardy	Jim	Sweeney
Sharon	Harsh	*Cheryl	Tibbals
Jenifer	Hartman	Sandra	Tutwiler
Allison	Henderson	Gilbert	Valdez
Stephan	Henry	Ann	Ware
*Priscilla	Hernandez-Petrosky	Bruce	Wilson
Charles	Hokanson	Joseph	Wilson
Roxana	Hopkins		
Tom	Houlihan		

\* Reviewer attended training but did not review State applications during Phase 2.

### *Ted Andrews*

Dr. Ted Andrews has served as a teacher, assistant professor, and consultant and for twenty-five years as a staff member in the professional education and certification offices in the New York State Education Department and the Superintendent of Public Instruction's Office in Olympia, Washington. He retired on December 31, 1998. Since that time he has taught courses for Southern Illinois University on military bases, prepared several reports for the US Department of Education, and served as the Coordinator for the 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009 and 2010 Western States Certification Conferences (WSSC).

Dr. Andrews received his BA from Hartwick College, Oneonta, NY, and his MA and Ph.D. from the State University of New York at Albany.

From 1975 into the 1980s, Dr. Andrews served as a consultant, working with such organizations as Teacher Corps, the National Council of States on Inservice Education, the US Department of Agriculture, the National Education Association, Walt Disney World, Syracuse University, Price Waterhouse, and State Education Agencies in New Jersey, West Virginia, Georgia, Pennsylvania, Michigan and Iowa.

During his active career, Dr. Andrews served as the President of the National Association of State Directors and Certification (NASDTEC) and upon retirement was designated as an Honorary Member of NASDTEC.

Early in his career, Dr. Andrews worked as a reporter for The Evening Times, Little Falls, NY, the Latham-Colonie News, and the Albany Times Union, Albany, NY. Building on this background, Dr. Andrews has authored, coauthored or edited 33 publications, including but not limited to three editions of the NASDTEC Manual on Certification and Unprofessional Conduct, a collection of case studies of educators who were threatened with the loss of their teaching licenses for misconduct with children.

**Judith H. Berg**

Judith Berg is an independent consultant working with districts, states and national organizations to launch and sustain innovations in educational leadership and teacher preparation. Judith has a broad range of experiences in the field of education. She most recently served as Senior Program Officer at the Wallace Foundation. At Wallace, Judith helped drive a national initiative focused on assisting key states and districts to substantially improve principal training and ongoing supports. This work aimed to ensure the emergence of cadres of new, highly skilled leaders capable of addressing the considerable demands of current education reform. It focused as well on changing district and state offices to better support school improvement. Judith's career experiences include policy and practice work in both K12 and higher education arenas. She has led a range of unique organizational and systems change initiatives and participated in qualitative research work to prove the efficacy of new ideas and practice. Judith served as Associate Dean of Graduate Studies and Associate Professor of Education Leadership at Rhode Island College, Providence, RI, leading retooled teacher preparation programming at that institution. She served as co-chair and taught doctoral and masters level students in education leadership at University of Northern Colorado and worked with undergraduates in teacher education at Florida Atlantic University. Grounded in real world experience, Judith's education career began as a teacher of high school English in New York City. She has held leadership positions within school districts and served as a middle school principal. Judith worked with the Edna McConnell Clark Foundation to facilitate middle school change and with the Massachusetts's Governor's Office of Educational Affairs to improve educational outcomes for youth in that state's high poverty communities. Judith's qualitative research and publications speak to key district-and school-level leadership issues, including the changing roles of superintendents and principals and the increasing importance of building partnerships to address the needs of young people, especially in high need and underperforming schools.

**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.

### *Charles Byrd*

Charles E. Byrd, Ph.D., is a Research Professor and Psychology Fellow with the University of Florida, College of Health and Human Performance. Dr. Byrd has significant training and expertise in leadership, program evaluation, survey development, data management, statistics, and data analysis. Dr. Byrd began his career as a middle-school educator before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. He further focused his expertise by receiving a doctorate in counseling psychology with a focus on evaluation, assessment, and treatment of children, families, and those with severe and persistent mental illness. Primarily trained as a psychologist, Dr. Byrd is the author of several chapters within the Encyclopedia of Counseling Psychology regarding intellectual assessment and high-stakes achievement testing.

Within his current roles, Dr. Byrd serves as Executive Director or Executive Director of Research on several major grants that provide statewide leadership and administrative oversight of large-scale educational and youth service programs, including Florida's 21<sup>st</sup> Century Community Learning Centers Program, Florida's Learn and Serve Program, and Florida's School Crossing Guard Training Program. Within these roles, Dr. Byrd provides statewide leadership to administrators and front-line staff and administrators in planning, developing, implementing, evaluating, and sustaining programs that address both state and federal goals and objectives. He oversees a wide range of tasks in managing and implementing projects, including program evaluation, creating and evaluating statewide policy, providing technical assistance to sub-grantees and state administrators, overseeing grant reviews and negotiations, internal budget management, human resources, and ongoing communication with a wide range of key stakeholders including the Florida Dept. of Education, Florida Dept. of Transportation, Florida Senators, school district superintendents and principals, corporate executives, community leaders, and front-line educational staff. Dr. Byrd has consulted with a variety of education agencies and youth-focused organizations throughout the United States (e.g., New York State Education Department, Oregon Department of Education) and has been invited to provide workshops on program evaluation with the United States Department of Education, Harvard University, and several other institutions.

Dr. Byrd is a sitting member of several education-focused governing boards, including the Florida Afterschool Network (composed of corporate executives and educational administrators providing advocacy for the afterschool initiative), the Florida After School Alliance (professional membership organization composed of program administrators and focused on enhancing the efficacy and quality of afterschool programs in Florida), and Florida 4-H Youth Development Council (composed of key 4-H stakeholders and students dedicated to enhancing and expanding the impact of 4-H in Florida).

### *Kaleem Caire*

Kaleem Caire was appointed President & 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.

**Betty Caldwell Stukes**

Dr. Betty Caldwell Stukes is currently a professor of education in the Education, Child and Family Studies (ECFS) Department at Benedict College. In that role, she instructs pre-service teachers, advises students, and coordinates activities for the Student Education Association. She also serves on the Teacher Education Advisory Council and the Tenure and Promotion Committee.

Formerly, Dr. Caldwell Stukes served as Chair of the ECFS Department and Director of Teacher Education. As Chair she performed all administrative duties for the department and served on the Vice President's Council for Academic Affairs. As Director of Teacher Education, she served as Chair of the Self-Study Committee for the reaffirmation for the accreditation of the Teacher Education Program by the State of South Carolina. This program has since gained accreditation by the National Council for Accreditation of Teacher Education (NCATE).

Caldwell Stukes is also a founding member of the Call Me Mister Program. A program designed to recruit, train, and certify males to teach elementary school. The program has served as a prototype for other states in recruiting males for preparation to teach elementary school.

Prior to joining the faculty and staff at Benedict College, Dr. Caldwell Stukes was Director of Title One and Student Services for Clarendon School District One, Summerton, South Carolina, where she implemented and evaluated the Title One Program and served as district test coordinator. She also served as a member of the Superintendent's Management Team.

Dr. Caldwell Stukes expertise is grounded in real world experience. She has served as a middle and high school teacher, as well as a middle and high school assistant principal and principal. She holds South Carolina Certification in science, biology, and supervision. She also holds certification as a public school superintendent. Caldwell Stukes holds a doctorate in education administration from South Carolina State University.

### *Jeff Camp*

Jeff Camp chairs the Education Circle of Full Circle Fund, a nonprofit volunteer organization cultivating the next generation of community leaders and driving lasting social change in the San Francisco Bay Area. He is the primary author of the Education Impact Guide, a widely-praised primer on education reform options for California. Through his involvement in Full Circle, Camp has participated in pro-bono consulting projects ranging from support of district redesign in Oakland to cultivation of statewide dialogue about alternative options for teacher pay systems. Camp served on the Governor's Committee on Education Excellence, an expert panel tasked with developing a comprehensive plan for reinvention of public schools in the state, which resulted in a website that Camp helped create in order to enable public access to the work of the committee. Prior to his work in education, Camp worked for Microsoft Corporation in Redmond, Washington and Tokyo, Japan. His work at Microsoft included roles in product organizations (Windows 95, Excel 3.0, Microsoft Project, TaxSaver, MSN Music) and business planning. He is a Harvard graduate of the class of 1989.

*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*

As an educational planning strategist with Cambridge Strategic Services, Kevin offers expertise in strategic planning and on issues related to the design and functionality of schools. He has assisted Charles County, Maryland; Anne Arundel County, Maryland; Culpepper County, Virginia; the City of Richmond, Virginia; and the District of Columbia Public Schools with their educational programming to accomplish the strategic intent of each school system's mission and vision.

Previously, Kevin has previously provided instructional leadership for numerous school design and renovation projects during his 38 years in public education. As an adjunct instructor for the University of Virginia and Virginia Commonwealth University, Kevin has taught instructional leadership courses across Virginia.

Kevin's experience provides him with a deep understanding of the vertical and horizontal challenges and opportunities being explored by PK – 16 learning communities today. He is passionate about connecting with other educators to make sense of needed transitions in our field as we close in on the second decade of the 21st Century.

Kevin served for 11 years a superintendent in Albemarle County, Virginia and eight years as associate/deputy superintendent in Frederick County, Maryland. During Kevin's final years as Albemarle County superintendent, all schools were fully accredited and met AYP as defined by NCLB standards; a framework for quality was developed that promotes key lifelong learners. While serving in Maryland, Kevin initiated the Maryland Assessment Consortium which involved all Maryland counties in developing performance assessment test banks that supported the Maryland School Performance curriculum frameworks. His leadership roles have focused on a common vision to ensure actions are directed toward assisting schools in the delivery of instructional programs that support quality and equity throughout the school system.

Kevin holds a B.S. degree from Marquette University and a master's degree from the University of Maryland and a doctoral degree in Educational Leadership from George Washington University.

*Sandra Chavez*

Ms. Chavez is an Organization Development professional with the unique combination of private and public sector experience, school district and non profit agency leadership expertise and data-centered and systems thinking acumen. With an extensive background as a human capital management strategist, she has worked with Fortune 100 companies, educational organizations and human services agencies and coached leaders to navigate systemic change using relevant data, strategic alignment processes and systems thinking tools to bridge vision into action. Often described as intensely inquisitive with the ability to see the broader organizational landscape, Ms. Chavez is a skilled facilitator with an entrepreneurial orientation and analytical ability that have contributed to the development and successful implementation of large scale solutions that challenge the bounds of traditional thinking and structures to resolve persistent performance issues.

Through her business, School Performance By Design (SPD) she offers strategic consulting, coaching, human capital and performance metrics, professional development and human capital management tools and resources to educational institutions. Ms. Chavez' professional mission is to mobilize resources to create school workplaces that power teaching and accelerate learning. The focus of her work is to help school and district leaders become data centered and systems thinkers, using leading indicators and best practice to inform action. The hallmark of her efforts is to shift the burden of responsibility from student disadvantage to controllable school based factors and leadership as the basis for improvement.

Prior to establishing School Performance By Design, for six years, Ms. Chavez held the position of Executive Director, Organization Development in a South Carolina school district. She was responsible to transform the district into a cohesive, vision driven-results oriented organization. As a member of the senior staff this included leading the effort to define the district's 5 year strategic plan, facilitating leadership development activities, coordinating with the curriculum and instruction organization; facilitating the school board and community dialogue and coaching the district's lowest performing schools. These efforts included the development and implementation of strategic alignment processes and professional development curriculum for more than 1500 employees in 28 schools and five district office departments.

Ms. Chavez' introduction of innovative approaches to address leadership, instructional and student achievement challenges resulted in ground breaking insight into the impact of human capital leading indicators to inform leadership action and the initiation of efforts to improve teacher effectiveness. These efforts included the implementation of professional development strategies to support power standards, effective teaching strategies, data-informed decision making and Northwest Evaluation's Measures of Academic Progress student growth metric; the implementation of leadership development using systems thinking tools; the identification of critical success factors to inform the strategic plan; the translation of the policy governance model to school accountability and e to improve teacher effectiveness. The combination of these

efforts resulted in year over year increases in student test scores, especially among the lowest performing students and schools and reduction in the achievement gap among White and African American students.

Ms. Chavez introduced organization development disciplines into the equation to improve leadership and teacher effectiveness. The result was increased student achievement. The results accomplished during this time demonstrated the importance leading indicators, such as human capital metrics, in the data-centered paradigm to inform corrective action. Additionally, Ms. Chavez represented the district, as a member of the Executive Committee, for the University of South Carolina – Beaufort, Center of Excellence for Teaching and Learning. The Center focused its efforts on defining and providing a curriculum for teachers in a five county area to improve teaching excellence.

Ms. Chavez' career is threaded by a focus on helping organizations to use strategies, critical metrics, performance management tools and professional development to improve human performance. Before joining the South Carolina school district and establishing School Performance By Design she has held positions as a National Account Manager for the AT&T account and Performance Consultant for the telecommunications, financial services and food services industries for an international training and development company, Wilson Learning Corporation where she exceeded performance targets and sales revenues of over \$3.2M during a four year period. Her knowledge and experience includes instructional design for adult learners, competency based assessment processes, organization effectiveness models, multi-dimensional curricula and computer supported and alternate learning technologies. As an employee of the AT&T Corporation Ms. Chavez worked for the Consumer Marketing Organization and held management positions as an Operations Manager, Payroll Database Manager, and Employee Incentives and Promotions Manager.

Ms. Chavez has served as a volunteer, board member and Board Chair of The Low Country Human Development Center - Okatie Academy and Child Development Center. The Center was a 501C3, not for profit, alternative middle and high school that serviced the academic, social, and emotional needs of parenting teens and their children from a four county area (Beaufort, Jasper, Hampton and Allendale).

Ms. Chavez has a B.S. in Business Administration, with a focus on Organizational Learning from Capella University.

### *Carol Chelemer*

Ms. Carol Chelemer is a technical advisor to the Center on Innovation & Improvement (CII) 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. Most recently she worked to identify appropriate tools and resources referenced in CII's "Toolkit for Implementing the School Improvement Grant Transformation Model", intended to assist schools and school districts in planning and undertaking this specific model of school turnaround. 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.

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 in her career and has continued to tutor students in mathematics and reading as a volunteer since then.

**Thomas 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.

*Cynthia Mitchell Clarke*

Dr. Cynthia Mitchell Clarke has over 38 years of professional experience in K-12 and higher education, including Language Arts teacher, middle school assistant principal, elementary school principal, region director and Assistant Superintendent for Leadership Development. Presently, Dr. Clarke is an adjunct professor of Freshman Studies at Florida Memorial University, in Miami Florida and an adjunct professor of Educational Leadership at Nova Southeastern University, Ft. Lauderdale, Florida.

During her years as a principal, she was twice named by her peers as regional Principal of the Year and District Runner-up. This recognition was given because of her ability to turnaround a low achieving inner-city school to one of high performance. Individuals from across the country and several countries visited in an effort to replicate the successes of the school in the areas of positive culture change, reading, writing, and mathematics. Dr. Clarke was a frequent presenter at numerous conferences and schools touting the attributes of the Success for All Program. Because of her successes at the school site for over 14 years, she was promoted to the position of Regional Administrative Director and was responsible for, at various times, personnel/ business management, and curriculum. During her final three years in the Miami-Dade County School system, she served in the capacity of Assistant Superintendent for Leadership Development. In this position, she was directly responsible for the success of the newly developed Urban Leadership Development Program which focused on professional development specifically aimed at emerging leaders and practicing administrators. During her tenure in this position, she forged a relationship with the Harvard Principals' Center where she was responsible for over 300 administrators receiving training in numerous areas of leadership at the University as well as part of leadership training off campus in Miami, Florida. Subsequently, Dr. Clarke was invited on occasions to serve as a facilitator during the Summer Principals' Leadership Institute at the University.

Presently, Dr. Clarke is principal consultant with Clarke Consulting Group, LLC, an independent consulting firm where she continues to provide comprehensive professional development to educational institutions and private entities assisting them in achieving optimal productivity.

Dr. Clarke holds the Bachelor of Arts in English from Bethune-Cookman University, a Master of Arts in curriculum and Instruction from the University of Northern Colorado, Greeley Colorado, and the Ed.D in Educational Leadership from Nova Southeastern 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.

Mr. Danielson is a member of the Union League Club of New York City. He resides in Darien, Connecticut.

### *M. Gail Derrick*

Dr. M. Gail Sanders Derrick is a Professor and Associate Dean in the online Doctor of Education program and program director for the adult education cognate area in the School of Education at Regent University. Gail received her Doctor of Education from The George Washington University in 2001 in Higher Education Administration. Her influential research in understanding persistence in learning has served as the foundation for numerous dissertations and research endeavors in self-directed and adult learning. She continues to explore the psychological facets of why adults engage in self-directed and autonomous learning. Her research studies include the role of self-efficacy, curiosity, and development of skills for 21<sup>st</sup> century learning. She and her colleagues have developed and validated instruments related to self-efficacy with adult learners, the factors associated with autonomous learning, and problem solving. Her research interests are motivation, persistence, problem solving in learning, and cultural aspects associated with learning.

She has served as a consultant with many projects including working with schools and leaders facing a loss of accreditation, team and individual coaching for the facilitation of autonomous learning development, an outside reviewer for the Gainey School of Business at Spring Arbor University, leading teams for school division review of curriculum as well as working with schools divisions on strategic planning. Dr. Derrick most recently traveled to Cuba to participate in the 2009, Búsquedas Investigativas: Investigación De La Práctica Educativa Cubana, (Academic Explorations: Researching Cuban Educational Practices) where she was a member of a panel discussion with Cuban education leaders on K-12 education, higher education, and policy issues.

Dr. Derrick has presented at national and international conferences, and written extensively in the area of autonomous learning, self-efficacy, and motivation. She co-authored *Ladies Who Lead*, a book that explores the role of women superintendents in Virginia. Her latest co-authored book, an edited volume titled *Emerging Directions in Self-Directed Learning* includes commentary from scholars in the field of self-directed learning. Dr. Derrick continues to conduct research in teacher motivation, working with diverse populations, and closing the gap in higher education.

Dr. Derrick is highly recognized by her peers and colleagues for her sustained work. She was co-recipient of the 2007 Best Research Paper from the National University Teaching Network as well as recipient of the 2007 Distinguished Alumni Award from Virginia Wesleyan, the 2007 Gary J. Confessore Award for Scholarly Achievement at The Autonomous Learning World Caucus, the 2008 Professor of the Year in the School of Education, and the 2009 (Spring) Faculty Award for Excellence from Regent University.

*Laura Dukess*

Laura Dukess is the co-founder 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 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.

### *Carol Edwards*

Carol Edwards has worked to improve public education throughout her professional career. During the fourteen years she served as the Director of Programs for the NEA Foundation, she designed and administered grant and award programs to close achievement gaps in urban districts, create new standards-based curricula in arts and technology, improve policy supports for high-quality teacher professional development, and increase public recognition to teaching excellence. Prior to her service at the foundation, Ms. Edwards directed projects for Southern Coalition for the Improvement of Education, an organization dedicated to the promotion of effective, humane education for all students in eleven southern states. While there, she created Project MiCRO, one of the first educational computing research and development programs to improve equity of access to educational technology and critical thinking skills instruction among minority and economically disadvantaged students. She also worked in partnership with the American Association of School Administrators to increase opportunities for minorities and women to advance in education administration. As a Morris K. Udall Fellow for the U.S. Congress Office of Technology Assessment, she engaged in policy analysis on information technologies, education, and equity. Ms. Edwards has written articles for many publications and served on numerous boards and advisory committees, including Grantmakers for Education and the George Lucas Educational Foundation. She completed her undergraduate study at Lake Forest College and graduate study at Teachers' College Columbia University. Ms. Edwards currently consults on education reform.

*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 and his wife, Elaine, spent thirteen years as independent K-12 strategic planning consultants with the California Department of Education. In this capacity their 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 McConnel 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.

**Geoffrey 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.

**David Fried**

David M. Fried is founder and director of *Data for Learning*, an education consulting organization that assists districts and schools with development of curriculum and assessments aligned to standards; program planning and evaluation; grant writing; use of data for instructional improvement; and other professional development needs. He is also an adjunct instructor for the Office of Clinical Studies at New York University's Steinhardt School of Culture, Education and Human Development.

David served for 36 years in New York public schools as a secondary English language arts teacher, guidance counselor, assistant principal, high school basketball coach, principal, and assistant superintendent, receiving tenure in seven different teaching or leadership positions. He learned about teaching and school leadership in the NYC public schools, working for 24 years in three Bronx secondary schools. He then served for twelve years as a central office leader for the East Ramapo Central School District, a suburban New York district, eventually retiring in 2007. As East Ramapo's Assistant Superintendent for Curriculum and Instruction, David organized and led teams that produced standards-based curricula for every subject and grade level. Also under his direction, a districtwide instructional improvement system was built that stands as a model for quickly getting meaningful student achievement data into teachers' hands in order to shape instruction.

After graduating from Erasmus Hall High School in Brooklyn, as a member of a senior class of 2,000 students, David earned a BS in Journalism and English from Syracuse University; MS in Secondary English Education from City College of NY; and MS in Educational Supervision and Administration from Pace University.

*Eugene E. Garcia*

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*.

**Rhonda Gardner**

Rhonda Gardner is currently an education consultant in the state of Alaska. Retired from the Anchorage School District where she served as Assistant Superintendent for Instruction, Director of Accountability, No Child Left Behind Coordinator, and a high school language arts and mathematics teacher, Gardner is experienced in instructional planning, program implementation, budgeting, and assessment. She served as a member of Alaska's Assessment and Accountability Advisory Committee, was a member of the University of Alaska Anchorage's Educational Leadership Constituent Review Committee, and was an AP Faculty Consultant and reader for the AP Literature and Composition Exam for many years.

As an administrator, Gardner was named one of the Anchorage Chamber/Alaska Journal of Commerce's Top 40 Under 40 and received the Anchorage School Business Partnership Executive Shining Star Award. As a teacher, Gardner received national, state, and local honors, to include the Milken National Educator award, Alaska State Teacher of the Year Alternate, BP Teacher of Excellence, and Chugiak High School Teacher of the Year.

*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.

*Lois Haid*

Dr. Haid earned a Ph.D. in Literacy and Evaluation and Assessment from George Mason University, Fairfax, Virginia. Dr. Haid is currently a professor in the Reading and Literacy Studies department of Barry University in Miami Shores, FL. Dr. Haid has nearly 27 years of experience in Pre-k through college education. Previously she was a Staff Associate of the Appalachian Education Regional Laboratory where she was the director of Appalachian Region America Read Grants and developed conferences and coordinated professional development activities in that region for Title 1 schools in reading, mathematics and science. Dr Haid is also active in the field of research and evaluation, having served as an evaluator for several state departments of education including working on development of state tests for certification; evaluating professional development for teachers; and evaluating colleges and universities' programs of study for teachers. Dr. Haid is active in numerous local, state, and national organizations and has presented at numerous conferences and conventions. Her research interests center around the impact of university courses on the pedagogical content knowledge of teachers and ultimately their impact on the ability of k-12 students to successfully use reading to learn. She enjoys working with struggling readers and providing professional development support to teachers at Title 1 schools.

### **Ruth Hall**

Ruth Hall has served as a public school teacher, department head and district administrator for more than 20 years. She recently retired from service as a District-level Administrator for the School District of Hillsborough County in Tampa, Florida. Prior to her retirement in 2008, Ruth served as Supervisor for Special Projects and Programs, Multi-Ethnic Programs, and Junior High School Language Arts. As Supervisor of Special Projects and Programs, she coordinated the community-based extended learning programs for at-risk students. This innovative program brings together community stakeholders, including faith-based and community organizations, the colleges and universities, and the business community to provide safety nets for students from rural, urban and suburban schools throughout Hillsborough County as part of the district's response to eliminating the achievement gap. Her responsibilities included the development of promising practices and linking resources and services to support targeted middle and high schools.

Since retiring from the school district, Ruth founded a consulting company, EdTrust, Inc., through which she provides training, program development, mentoring, coaching, and technical assistance to K-12 schools, colleges and universities, and educational organizations throughout Florida and the United States. She has also provided grant writing services and technical assistance to school districts throughout Florida and the United States, and writes articles, reviews manuscripts for publication, writes and reviews grants, and continues mentoring present and future educators. Ruth also currently serves as President of the Florida Association of Instructional Supervisors and Administrators (FAISA), served as President of the Florida Association of School Administrators (FASA), and served as President of the Division of Instructional Leaders (DIL). She was also the recipient of the Governor's Point of Light Award for outstanding community service and was recognized by the Office of the Governor, the Hillsborough County Board of County Commissioners, and the School District of Hillsborough County.

In addition, Ruth has served on numerous state level committees including the Middle School Taskforce, Florida Learning First Alliance, Florida Department of Education Protocol Review Team, 21<sup>st</sup> Century Grant Reviewer, Textbook Adoption Committee, Faith-based and Community Education Taskforce, the Florida Educator's Leadership Exam (FELE) writing and review committee, and scorer for the Florida teacher and administrator certification exams. Ruth is a member of the Attorney General's Gang Taskforce and is a member of the Education Committee for the Hillsborough Regional Gang Taskforce, where she supports initiatives that focus on delivering a crime prevention message to America's youth. Her efforts involve working with schools, youth service agencies, community leaders and policy makers across the state.

Throughout her 38-year professional career, Ruth has been a dedicated educator. Ruth is currently a consultant with the Successful Practices Network, the International Center for Leadership in Education, Walden University, Clemson University, Florida A&M University, the University of South Florida, and Hillsborough Community College.

**Virginia L. Hardy**

Dr. Virginia Hardy is a lifelong educator with over 30 years experience in a variety of 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 the Metro Center, she served in several capacities, including Director of the college preparatory program, GEAR UP, Eastern Region Team Leader for the Region II Comprehensive Technical Assistance Center, 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 also served as the co-director of the Principals Center for current and aspiring principals across many southern states. Dr. Hardy 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**

Jenifer Hartman is the Senior Research Manager at Edvance Research, Inc., and is responsible for the portfolio of fast response studies for the Regional Educational Laboratory – Southwest. She has extensive experience working in a variety of capacities within public education and is knowledgeable about how research can inform decisions, both at the policy and practical implementation levels.

Dr. Hartman began her career as an elementary school teacher and has served both as a school principal (in Illinois and California) and as a district-level administrator in San Francisco Unified School District. Prior to joining Edvance Research, Dr. Hartman served as the Director of Curriculum & Instruction, Professional Development, and Assessment in northern California and worked primarily with low-performing, rural school districts in their school and district improvement efforts. She has extensive experience in addressing the systemic challenges that face public education in today's environment of accountability.

Dr. Hartman received her B.S. in Education from Miami University in Oxford, Ohio, her M.A. 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.

**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.

### *Roxana Hopkins*

Dr. Roxana M. Hopkins through her non-profit organization, Dr. Hopkins Consulting, provides support to families and students who struggle in a traditional educational setting. She provides assistance to them in accessing alternative educational options. Through her consulting firm, Dr. Hopkins also provides grant writing services for local education agencies and charter schools. She is also presently involved in the Consensus for Change Think Tank, a Michigan organization whose purpose is to provide recommendations to policymakers and legislators around educational reform issues. Dr. Hopkins is presently spearheading the development of a charter secondary school within her community. The focus of the school is an integrated curriculum and problem-based learning model for non-traditional students. She is, also, establishing with a Michigan school district a virtual school to provide on-line courses for middle and high school students in her community who are seeking an educational option to attending a brick and mortar school.

Dr. Hopkins has recently retired as Assistant Superintendent for Student Achievement at Jackson Public Schools, the 20<sup>th</sup> largest urban district in Michigan. Jackson Public Schools has a high poverty, ELL, and special needs population. While at Jackson, Dr. Hopkins was responsible for all aspects of student achievement, school improvement, and State and Federal program administration. She was responsible for closing wide achievement gaps across the district and for turning around a persistently low achieving school. Dr. Hopkins provided professional development for all staff preschool through grade 12, the alternative program, and for administrators at all levels. Focusing on specific student groups, Dr. Hopkins developed a policies and procedures handbook for the ELL program; policies, procedures, and curriculum for the gifted and talented program grades 4-12; integrated special education students into general education classrooms with in-class support; and standardized curriculum for preschool programs across the district.

Dr. Hopkins, also, worked for the Michigan Department of Education as a vocational and education consultant. As a vocational consultant, she was responsible for Family and Consumer Science programs statewide, gender equity and single parent programs and Office of Civil rights monitoring. She was responsible for statewide curriculum development to support Family and Consumer Science State standards. As an education consultant for the State, Dr. Hopkins was responsible for Title programs under the Elementary and Secondary Education Act, school improvement, and compliance monitoring. She also provided professional development for all of the above initiatives at the State level. Dr. Hopkins has been responsible for development of Family and Consumer Science curriculum for the hearing impaired and career awareness curriculum at the county level.

Dr. Hopkins taught Family and Consumer Science at the middle and high school levels. She was honored as Administrator of the Year in 2005 by the Michigan Association of State and Federal Program Administrators. Dr. Hopkins holds multiple degrees from Western Michigan University, all of which were granted Suma Cum Laude. These include a Bachelor of Science, Masters of Vocational Education, a Masters of Educational Leadership with an emphasis on the Superintendency, and a Doctor of Public Administration.

**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.

Education:

B.S.- History and Psychology, Indiana University

M.Ed.- Guidance and Personnel Services, North Carolina State University

Ed.D.- Administration and Curriculum, University of North Carolina-Chapel Hill

*Andrew Hubner*

Andy, an administrator with The Maryland State Department of Juvenile Services, recently served as the Superintendent of Juvenile Services Education and is currently directing the educational programs at the state's largest detention center in Prince George's county. Andy is the recipient of the Maryland State Department of Juvenile Services Secretary's Award for compliance work related to the Civil Rights for Institutionalized Persons Act (CRIPA) within the State of Maryland.

Andy has served for over 20 years in a variety of teaching and leadership positions in both public and non public school settings. A core component of his work has been educational reform at the school and systems level, including the integration of high need at risk youth into typically unexposed areas of instructional delivery. Currently, Andy has introduced STEM to students within Maryland juvenile correctional education and is also leading reform efforts in the areas of student support services, community based partnerships, and disproportionality of minority contact in juvenile justice. Andy has designed and opened several state of the art special education facilities throughout Maryland. Serving as an adjunct faculty member at the Johns Hopkins University and The Prince Georges County Community College Data Research Collaborative, Andy has also worked as a school site reviewer for national accreditation with the National Association of Private Special Education Centers (NAPSEC).

A former Peace Corps Volunteer teaching indigenous populations during his assignment in Guatemala, Andy holds a B.A. in Political Science from The Pennsylvania State University, a M.A. in Student Development and Counseling from The American University, a M.S. in School Administration and Supervision from McDaniel College, and is completing his doctoral thesis at The Johns Hopkins University, School of Education.

### *Janice Jackson*

Janice Jackson is an education consultant with a focus on leadership and organizational change in public schools and districts, curriculum and instruction, teachers' and principals' professional identity, and reflective judgment of principals and teachers. She was most recently a Lecturer on Education at the Harvard Graduate School of Education and the Senior Associate on the Wallace funded Executive Leadership Program for Educators. The initiative was 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.

**Joseph Keeney**

Joseph 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. He is also the founder of Charter School Tools, the leading online resource for charter school operators. Joe has over 15 years of education industry and consulting experience. From 1997-2005 he was with Edison Schools Inc., where he served as President of Edison Charter Schools. While at Edison, Joe 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 a board member of the New Orleans School Facility Project, a non-profit organization with a mission to promote equitable access to public school buildings for all public school programs in Orleans Parish.

**Candace Kelly-Hodge**

Dr. Kelly-Hodge currently is a Program Evaluator for a Robert Noyce Teaching Scholars Program, as part of the National Science Foundation, for the Education Department at Occidental College in Eagle Rock, California. She recently was Evaluator for the literacy coaching program for Urban Education Partnership as contracted by the Los Angeles Unified School District.

Dr. Kelly-Hodge provides leadership in the design and implementation of curricula in professional development and classroom coaching for teachers of English language learners. She is an Advisory Board member for the California Reading and Literacy Project, Los Angeles Region. She was an expert panelist for the California's SB 472, to design criteria for providers of the English Learner Professional Development. In addition to serving as an Adjunct Professor at Pepperdine University, her public school record includes: Professional Developer in the English Learner Program, Riverside Unified School District; a Teacher on Special Assignment in the English Learner, Immigrant Education, and the Gifted and Talented Education Programs at Charter Oak Unified School District; and the Principal Investigator for the Hmong Biliteracy program funded by Migrant Child Education at Thermalito Unified School District in northern California.

Dr. Kelly-Hodge was an Assistant Professor at Southern Oregon University where she coordinated two Title III, Teacher and Personnel grants. In addition, she co-wrote and coordinated the Avenues for Bilingual Resources in Education (ABRE) as a Graduate Researcher at the University of California Linguistic Minority Research Center (UC LMRI). Dr. Kelly-Hodge has a Ph.D. in Education, Organization, and Leadership, (UC Santa Barbara) a Masters Degree in Bilingual/Multicultural Education, and a Bachelors Degree in Spanish-Linguistics. Her research concerns assessment of English learners with current publications in the *Multilingual Educator* and in the *Language Magazine: The Journal of Communication and Education*. In addition, Dr. Kelly co-presented on a case study of Latina science teachers at America Education Research Association (AERA) and is currently engaged in research on practices in college preparation programs for black males in science and mathematics.

### *Thel Kocher*

Dr. Thel Kocher is a recently retired educator and independent consultant based in Saint Paul, Minnesota. His areas of consulting specialization are program evaluation, school and program improvement, assessment, and data use. He received his B.S. in mathematics from Kansas State University, his M.S. in mathematics from Emporia State University and his Ed.D. in educational psychology and research from the University of Kansas

Kocher's expertise is grounded in real-world experience. During his 46 year career in education, he taught mathematics to junior high and high school students in rural and suburban districts. In his 31 years in district-level administration in urban and suburban districts, he had responsibility for such areas as student health services, technology, curriculum, accountability and school improvement, and assessment and evaluation. Kocher has served as an adjunct faculty member at the University of Kansas, Baker University, and the University of St. Thomas. He has served as a board member and president of the National Association of Test Directors and as chair of the research and evaluation directors section of the Council of Great City Schools. He frequently serves as a peer-reviewer for several organizations as well as for the U.S. Department of Education, and he is the author of many refereed articles and paper presentations, principally in the areas of school improvement and assessment. He served a one-year education policy fellowship in Washington, DC through the Institute for Educational Leadership and The George Washington University. He has served as a senior research associate at the Office of Educational Research and Improvement, U.S. Department of Education, where he managed the assessment grant competitions, and planned and managed a school improvement competition. Dr. Kocher also served on the staff of the University of Minnesota where he co-directed a minorities and women project and provided national technical assistance on school improvement with a focus on disadvantaged youth.

**Laura Kohn**

Laura Kohn is a long-time advocate of excellent and equitable public education and has worked to improve schools for the past eighteen years. Laura Kohn is currently the Executive Director of the New School Foundation in Seattle, a position she's held for the past five years. Laura's previous roles include policy consultant to the Gates Foundation, director of education for the City of Seattle, education policy advisor to the Governor, and education policy researcher for the University of Washington and RAND.

The New School Foundation helps to create model public elementary schools that include integrated Pre-Kindergarten. Foundation-supported schools aim to educate the whole child through excellent academic programs, experiential learning, wellness services for students and families, authentic family engagement, and ample arts and cultural opportunities.

**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 community collaboratives, colleges/universities, regional, state and federal agencies. In addition to serving on non profit boards, 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 levels. 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, and served on national/state advisory committees, evaluation panels, and review teams. Linda has completed coursework/training in the areas of administration, quality assurance, coaching, professional development, public policy, resource development, strategic planning, charter schools development, English language learners, early childhood, special education, elementary and secondary education.

**Richard L. Lynch**

Dr. Richard L. Lynch is Professor Emeritus at the University of Georgia where he was formerly Director of the School of Leadership and Lifelong Learning; Professor of Workforce Education, Social Foundations, and Educational Leadership; and co-director of the Occupational Research Group. Previously, he was professor of education and the site director for the National Center for Research in Vocational Education at Virginia Tech. He has directed specific research, evaluation, and policy-related studies focused on high school reform, business-education-economic development connections, teacher education, dual enrollment, high school-postsecondary transitions, work-based education, contextual teaching and learning, standards-based education, curriculum development, and the integration of academic, career, and technical education. He is author or co-author of 3 textbooks currently in press, 15 book chapters, 32 research reports to sponsors, over 50 articles in journals, and editor of 11 high school textbooks.

Lynch has been a high school and technical college teacher and university teacher educator, administrator, and researcher. He holds degrees from the University of Northern Iowa, the University of Minnesota, and Indiana University. He continues to research and write on educational issues and engage in private consulting.

**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.

**Bill McKersie**

Bill McKersie is the Associate Superintendent for Academic Excellence in the Archdiocese of Boston, which has 135 schools serving over 40,000 students from pre-K through 12<sup>th</sup> grade. During his career, Bill has built a record as an educational leader skilled in producing sustainable change in public, Catholic and independent schools and districts, as well as in higher education. He is known for collaborating with, school boards, teacher unions, principals, teachers, religious leaders, community leaders, business leaders, parents and students in urban and suburban communities. He has held senior leadership roles at the Harvard Graduate School of Education, Cleveland Heights-University Heights City Schools, The Cleveland Foundation, the Joyce Foundation and Northfield Mount Hermon School. Bill has authored numerous articles and book chapters on school reform, public policy and philanthropy. A career-long soccer coach, Bill for the past five years has directed the Junior Academy for the nationally-ranked FC Greater Boston Bolts. 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 assessment, 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 worked on multiple projects for the North Central Eisenhower Mathematics and Science Consortium involved in the National Task Force on Informal Education's community partner projects to support STEM-related career preparation in grades 6-12. She also 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 during 1999-2000. 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 technical assistance in assessment and evaluation 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 at ISTE, 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, the NAEP-ACCUPLACER Alignment Study sponsored by the National Assessment Governing Board, and the FIPSE-funded Bilingual Speech-Language Pathology grant at Saint Xavier 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 and Master of Science in educational psychology and assessment from Northern Illinois University. She also holds a Master of Arts and Bachelor of Arts in English from Michigan State University. 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 served on the leadership team developing the National Educational Technology Standards for Teachers in 1999-2000. Currently she serves on peer review boards for the International Reading Association's *Journal of Adolescent & Adult Literacy*, the *Journal of Educational Computing Research* published by Baywood Publishing Company, and the India-based *Journal of Educational Technology* published by i-Manager Publications.

**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 and M.S. in Education from Syracuse University.

*Lynde Paule*

Dr. Paule has 40 years of professional experience in K-12 and higher education, including teaching at the elementary and middle school levels and at the graduate level in several colleges and universities. She began her career as an elementary teacher in California, Illinois, and Oregon, and after receiving a master's degree in special education she taught in that area in Oregon. After earning her doctorate in educational policy and management she moved into the area of program evaluation.

Dr. Paule has evaluated educational programs at the local, state, and national levels for over 25 years for NW Regional Educational Laboratory, RMC Research Corporation, and as an independent consultant. As an expert in qualitative program evaluation, Dr. Paule has worked on national evaluations of dropout demonstration programs, Head Start Family Child Care programs, AmeriCorps programs, and Chapter/Title 1 programs. At the state level she has evaluated small schools projects, NCLB projects, PEN standards and accountability projects, admission standards and college readiness projects, school improvement programs, beginning teacher support programs, and professional development projects.

In addition to her work as a program evaluator, Dr. Paule has designed tests for school districts, assisted with NCATE/state accreditation at two colleges, and has taught research design and tests and measurement at several colleges. She currently teaches in the psychology graduate program at Walden University.

**Rachel Pereira**

Rachel Pereira, a native of Queens, New York, and former classroom teacher and school principal, is a federal judicial law clerk in the Southern District Court of New York. Pereira also serves as an adjunct professor at the Rutgers University Graduate School of Education. Rachel formerly served as the Confidential Assistant to the Commissioner at the New Jersey Department of Education. Rachel holds a J.D. from the University of Pennsylvania Law School, an Ed.D. and a M.S. from Rutgers University in Educational Leadership and Administration, and a B.A. from Hunter College, in Elementary Education. Rachel is admitted to practice law with the New York and New Jersey State Bar Associations. She is a commission member of the New Jersey State Amistad Commission and recently affiliated with the New Jersey Juvenile Justice Commission.

### *Jo Anne Polite*

Jo Anne Polite has built her entire career on service by seeking to understand and assess what people need for their communities to be. As populations have shifted and political and social structures have fragmented, she has found that the answer to what the communities need is tied to the needs of the children.

Jo Anne earned degrees from Fisk University, Teachers College, Columbia University, and furthered her education at the University of Southern California, Los Angeles, CA. Jo Anne served as the principal of an elementary gifted magnet school, a mentor for administrators, and an assistant principal of an elementary school. Jo Anne also served on and was appointed to a state commission, various task forces and educational panels dealing with policy governing of Teacher-to-Teacher Assistance programs, evaluation of administrator qualifications, mentor administrator for a district administrator development program, curriculum and instructional initiatives and served as a performance assessor and faculty mentor for the Teach For America Summer Institutes in Los Angeles, CA.

Jo Anne began her teaching career in East Orange, New Jersey and continued her career in Los Angeles, CA. As the principal of Baldwin Hills Elementary Gifted Magnet School in Los Angeles, CA, Jo Anne developed a strategic plan that increased the school's API score from 665 to 821 and facilitated grant writing projects resulting in the school being the recipient of several grants at the district and state levels within a 10 year period. Jo Ann also facilitated the process of making this school a dependent charter school. Jo Anne's efforts with teachers, administrators and community members brought much distinction and honor to her school and district under her leadership.

Jo Anne was appointed by the California Commission of Teaching Credentialing in 1997. In this capacity Jo Anne advised the commission about the design, content and administration of the Reading Instruction Competence Assessment (RICA). In 1996 she served on the District Student Standards and Assessment Task Force which focused on implementing student learning standards, multiple assessments, professional development and building community partnerships. Jo Anne was appointed by the California Curriculum Development and Supplemental Material Commission to serve on the Language Arts and English as a Second Language Framework Development Committee for K-12 in the same year.

Jo Anne currently serves as an adjunct faculty university field supervisor at Concordia University in Irvine, CA where her focus is on improving field experience processes and creating solutions to the specific challenges to progress faced by administrators.

**Wandra Polk**

Wandra Cromartie Polk is a retired educator. Prior to her retirement, Dr. Polk was the Director of Curriculum, Instruction and Technology for the North Carolina Department of Public Instruction. Her duties included the facilitation of revisions for the K-12 North Carolina Standard Course of Study, the state's content standards document. She began her career over thirty years ago as an English teacher.

Dr. Polk has spent the bulk of her career working with state and local administrators and teachers on a number of education reform issues including designing and facilitating advanced and honors courses for minority and underrepresented students, school restructuring efforts, and project-based learning. She holds a doctorate in educational research and policy analysis from North Carolina State University.

### *Julianna Poole*

Julianna Poole is a member of the Atlantic-Midwest Province of the School Sisters of Notre Dame (S.S.N.D.). Her first teaching assignment was in Bridgeport, Connecticut. From there, she went to Puerto Rico where she spent 29 years as a teacher and later as an administrator in elementary and secondary schools. Her experiences in learning Spanish and teaching in both English and Spanish laid the ground work for her interest in the process of second language acquisition, an interest which would accompany her teaching and studies throughout her years as an educator. Returning to the States in 1982, Julianna served as Vice Principal of South Catholic High School in Hartford and then as Principal of St. Francis School in New Haven, Connecticut. During her time there, the school received the Excellence in Education Award from the U.S. State Department of Education. The opportunity to teach as an Adjunct Professor at Fairfield University in Fairfield, Connecticut, became a Visiting Assistant Professorship and then a full-time faculty position in the Graduate School of Education and Allied Professions. As Chair of the TESOL/Bilingual Education Program, Julianna administered five Teacher Training grants which were written in consortium with LEA Directors in the Priority Districts of Bridgeport, Norwalk, and Stamford, and surrounding Connecticut towns. The grants provided certification and advanced degrees in TESOL and Bilingual Education to teachers from these areas. Julianna retired in 2008, and is a Professor Emerita of Fairfield University. Her studies were completed at the following institutions: B.A. from Colegio Universitario del Sagrado Corazón, San Juan, Puerto Rico; a M.A degree in History from Seton Hall University, NJ; a M.A. degree in Curriculum and Instruction from the University of Puerto Rico; and a ED.D. degree in Educational Psychology from the University of Rochester, NY.

**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 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 education policy analysis from Stanford University in 1981. She grew up in London, England and came to the U.S. in 1967.

### *Ted Price*

Ted Price, Ph.D., is presently affiliated with West Virginia University (WVU), as an assistant professor in the Department of Educational Leadership Studies. He was formerly an adjunct faculty member at the University of Redlands, in the School of Business. His research work in the field of educational leadership has been focused on leading in alternative education programs, leader characteristics, change management, strategic planning and school reform. Dr. Price received his Ph D in Educational Administration from the University of Southern California (USC) in 1985.

Dr. Price, prior to his move to the East coast, served in numerous educational administration positions in California and most recently served as the Assistant Superintendent of Alternative Education for the Orange County Department of Education (OCDE). In his county office position he was responsible for programs and services for alternative education students, including: at-risk, delinquent, incarcerated, dropouts, special education and home-schooled, both youth and adults.

Dr. Price served as Superintendent of Schools for the Department of Correctional Education in the state of Virginia. In addition to his faculty responsibilities at WVU he has served as a consultant to the U.S. Department of Justice, Research institutions, School Districts and County Educational Agencies across the country. He is a member of the Advisory Board to the National Delinquency Task Force for Adjudicated and Delinquent youth. He is Past-President of the International Correctional Education Association, where he was instrumental in creating the strategic plan for the association.

Dr. Price has been in the field of education for over thirty years, during which time he served as a regular education teacher and coach, a special education teacher, a program specialist, coordinator, school principal and as a director of educational programs, mostly with special populations. He has conducted numerous seminars throughout the United States about leadership, working with at-risk youth, and school reform. He is a published author, teacher, and recognized leader in his field.

**Al Ramirez**

Al Ramirez is a professor in the department of Leadership, Research and Foundations at the University of Colorado, Colorado Springs. His transition to university level teaching follows a twenty-five year career in pre-collegiate and post secondary education. Al's professional experience includes positions as a teacher, counselor, principal, central office administrator and superintendent of schools. He has also held key education policy positions in the Nevada and Illinois state departments of education and served as Chief State School Officer in Iowa. Dr. Ramirez has published widely on a variety of topics in peer reviewed journals and professional magazines, and has presented at numerous state, national and international conferences. He also served appointments to several national education advisory boards and commissions. Al's consulting work, both international and domestic, has a client list that includes school districts, foundations, governments, school reform organizations and other education related entities.

*María Elena Reyes*

Dr. Maria Elena Reyes is a third generation, Mexican American who was born in Eagle Pass, located along the Texas-Mexico border, and was raised in San Antonio, Texas, where she attended public school. As a first generation college graduate, Dr. Reyes attended the University of Texas at Austin during the mid 60's, where she participated in the Civil Rights and Anti-War Movement while a student at the University. After this, she worked to unionize Mexican and Mexican American agricultural workers in the Rio Grande Valley in Texas for Cesar Chavez's United Farm Workers' Union in McAllen, Texas.

For ten years, Dr. Reyes worked as a high school English teacher for the Eagle Pass School District. During this period, she earned a master's degree in secondary education, and in 1991, she obtained her doctorate in Curriculum and Instruction at The University of Texas in Austin. After obtaining her doctorate, Maria developed and implemented the highly regarded University of Texas at Austin Hispanic Mother-Daughter Program, a successful educational intervention program that targeted potential first generation college graduates (grades 8-12) and their families. The program had an academic focus on science, mathematics and technology; in 1995, Dr. Reyes received a National Hispanic Achievement Award for her work with Latino families.

Dr. Reyes went to the University of Alaska Fairbanks (UAF) in summer of 1996, first heading the University of Alaska Fairbanks Teachers For Alaska Secondary Licensure Program, then working as a member of the graduate faculty. From 1998-2001, she was the founder and faculty advisor to the first Latino college group in Alaska, the UAF Latina/o Culture Club. Her work at UAF included serving as PI to Alaska's a PT3 Project, developing distance delivered course work and workshops for primarily Alaska Native rural residents, conducting research on the educational accountability movement in the U. S., and conducting research on the educational disengagement of males at the secondary and post secondary levels.

In spring of 2003, Maria became the first Latina to be tenured at UAF and, in 2006, she became a founding board member of the BoysProject , an organization that supports the social and educational development of boys throughout the educational pipeline. In summer of 2006, Dr. Reyes accepted a position at the University of Texas Pan American where she continues her work on equity issues in education.

**Randy Ross**

Dr. Ross, who received his Ph.D. from the Pardee RAND Graduate School, currently serves as an independent consultant. From June 2005 through June 2009, Dr. Ross served as the Los Angeles Unified School District Board of Education's first Director of Educational Policy. In the early 1980s, he served as the Associate Director of Planning and Evaluation for the National Urban League in New York City. Beginning the mid-1980s, he served many years as Associate Director of the LAUSD Board's Independent Analysis Unit. In the early 1990s, he returned to RAND to work on the New American Schools (NASDC) Project. Subsequently, he served as Vice President of the Los Angeles Annenberg Metropolitan Project (LAAMP). Dr. Ross is the author of the book, *Government and the Private Sector: Who Should Do What?* (New York: Crane Russak, 1988). Many of his education essays and articles have been published in the *Los Angeles Times*, *Education Week*, *The School Administrator*, and the *American School Board Journal*.

### *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 Ha Noi 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.

### *Deborah Sims*

Deborah A. Sims, Ed.D. who 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 at all levels from pre-school to adult education. 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 curriculum in the country.

### *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.

*Sandra Winn Tutwiler*

Dr. Tutwiler has been an educator for nearly forty years. She completed a PhD in Educational Foundations and Policy Studies at the University of Texas at Austin and is currently a professor of teacher education at Washburn University in Topeka, Kansas. Prior to pursuing a career in teacher education, Dr. Tutwiler served as a teacher or counselor at the elementary, junior high, high school, and community college levels. In addition to teaching at Washburn, Dr. Tutwiler taught at Hamline University in St. Paul, Minnesota.

Dr. Tutwiler served as chair of the education department at Washburn before returning to fulltime teaching. She also chaired the education department at Hamline University, and served as the university's Interim Co-Director of the Institute for Urban Teacher Education. Dr. Tutwiler has been involved with the assessment and evaluation of programs for a number of years. She was the University Coordinator for Assessment at Washburn University for four years and served on education program review teams in both Kansas and Minnesota. Dr. Tutwiler has also been actively involved with the evaluation of teacher education programs through the National Council for the Accreditation of Teacher Education (NCATE) as an accreditation coordinator at both Washburn and Hamline, and as the team chair for Board of Examiners responsible for evaluating teacher education programs throughout the country.

Her research and writing focuses primarily on school-family relations and the educational experiences of students of color. She is the author of *Teachers as collaborative partners: Working with diverse families and communities* and has published chapters in S. Books (Ed.), *Invisible Children in Society and Its Schools* and *Home-school Relations*, M.L. Fuller and G. Olsen (Eds.). She has also been published in educational journals to include *Educational Foundations*, *Educational Studies*, *Equity and Excellence in Education*, *Educational Leadership*, and *Mentoring and Tutoring: Partnership in Learning*. Dr. Tutwiler has presented papers at annual meetings of a number of organizations, to include the American Educational Studies Association (AESA), the National Community Education Association, the American Educational Research Association (AERA), and the International Society for Educational Biography.

### 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*.

*Ann Ware*

Ann Ware is currently an education consultant with a focus on assisting districts and organizations with the use of technology tools and resources that ultimately support student, teacher and organizational success. Ann has served K-12 public education for more than thirty years. Her educational experiences include classroom teacher, building level leader, district cabinet leader and executive cabinet leadership positions at the Georgia Department of Education. She holds an Educational Specialist in Instructional Technology from the University of Georgia and a Masters in Educational Administration from Georgia State University. Particular areas of expertise are the appropriate use of technology in school improvement, teaching and learning, and professional development.

**Bruce L. Wilson**

Bruce Wilson is an independent researcher. He has also served as an adjunct faculty member at Teachers College, Columbia University, and as Director of Applied Research, at Research for Better Schools. He is currently engaged in a range of longitudinal research and evaluation projects, all of which focus on improving teaching and learning conditions in schools with populations of high poverty. Support for this research has come from a range of government agencies, private foundations, and universities. The primary goal of this work is to produce information that will be helpful to schools and agencies helping schools as they refine the work they are doing to improve learning for all students. This work has been published in a wide range of scholarly journals and books. His three most recent books include *Creating and Sustaining Arts-Based School Reform: The A+ Schools Program*, co-authored with George W. Noblit, H. Dickson Corbett, and Monica B. McKinney, (Routledge, 2009); *Effort and Excellence in Urban Classrooms: Expecting--and Getting--Success with All Students*, co-authored with H. Dickson Corbett and Belinda Williams (Teachers College Press, 2002); and *Listening to Urban Kids: School Reform and The Teachers They Want*, co-authored with H. Dickson Corbett (SUNY Press, 2001). His academic training was at Stanford University where he earned an undergraduate degree in Sociology and a Ph D in Sociology of Education.

### 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. 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.