



Racing to the Top



The Yale SOM Education Leadership Conference

Friday, March 26, 2010

Omni Hotel

New Haven,
Connecticut



Yale SCHOOL OF MANAGEMENT
STUDENT ORGANIZATIONS

Education Club

“The price of success: dedication,
hard work, and an unremitting
devotion to the things you want
to see happen.”

-Frank Lloyd Wright

Webster is a proud sponsor of the Yale SOM Education
Leadership Conference, a gathering of people dedicated
to closing America's achievement gap.



WebsterOnline.com



The Webster Symbol and Webster We Find a Way are registered in the U.S. Patent Trademark Office. Member FDIC. Equal Housing Lender.

Contents

Welcome	1	Panelist Biographies: Panel Session II	18
Sponsors	1	Panelist Biographies: Panel Session III	23
Conference Agenda	2	Yale-Lynn Hall Teacher Action Research Prize	28
Panel Descriptions & Participants	3	Map of Omni Hotel	29
Keynote Speaker & Panelist Biographies	10	About the Yale SOM Education Club	29
Panelist Biographies: Panel Session I	12	Advisory Board	31

Welcome

This year marks the fourth iteration of the Education Leadership Conference (ELC), hosted by the Education Club at the Yale School of Management. From its modest beginnings in 2007, the ELC has grown to become a nationally recognized forum for education reform. This year, we are proud to bring together 600 attendees from a diverse range of perspectives, including education policy-makers, district superintendents, foundation directors, entrepreneurs, parent activists, and teachers.

As the ELC has grown in size and reputation, the topic of education reform has become increasingly prominent as a national priority. It is appropriate, then, that the Obama administration's Race to the Top Fund serve as the overarching theme of this year's conference. The \$4.35 billion initiative seeks to reward states that take steps to improve teacher effectiveness, data systems, academic standards, and low-performing schools. Today's conference will address these four issues and other components essential to an effective educational system.

Within the education debate, there is nearly universal agreement that a troubling achievement gap persists within the U.S. Most agree that America's future competitiveness in the global market will inherently be tied to the success of its schools. Yet the answer to the question, "How do we fix education?" is the source of much debate. Our goal for this conference is to bring together leaders in education to share best practices in the movement for education reform. Our hope is that you will feel challenged by new ideas, informed by the day's conversations, and inspired by the excellent work being done by leaders in the field.

We have organized this year's conference panels into five tracks—District Level Reforms, Human Capital, Pillars of Race to the Top, Scaling Success, and a track of Interactive Sessions. Those attendees who wish to focus on a particular track may do so. Should you have any questions during the day, please ask one of our volunteers, who will be wearing yellow nametags throughout the conference.

Welcome and enjoy the day.

Proud Sponsors



Conference Agenda

8:00–9:00 AM	Registration and Breakfast Lobby and Grand Ballroom
9:00– 9:15 AM	Welcome and Opening Remarks Grand Ballroom
9:15–10:15 AM	Opening Keynote Address: Jon Schnur Grand Ballroom
10:15–10:30 AM	Transition to Panel Session I
10:30 AM–12:00 PM	Panel Session I Temple Room <i>The Creation and Development of Effective Classroom Teachers (HC)</i> College Room <i>The Impact of Race to the Top: The Power Balance between Federal and State Reform (RTT)</i> Wooster Room <i>The Challenges of Creating a Financially-Sustainable Education Venture (SS)</i> Chapel Room <i>Promises and Challenges in the School Choice Movement (DR)</i> York Room <i>Parents as Partners in Education Reform: Hartford Public School District's Launch of School Governance Councils (IS)</i> George Room <i>Catching Up: Inside Connecticut's Bid for the Second Round of Race to the Top (IS)</i>
12:00–12:45 PM	Lunch Lobby and Grand Ballroom Recruiting Lunches See program addendum for details and table locations
12:45–1:45 PM	Lunchtime Keynote Panel <i>Racing to the Top: Successes and Challenges Facing Education Reformers Today</i> Grand Ballroom
1:45–2:00 PM	Transition to Panel Session II
2:00–3:30 PM	Panel Session II Temple Room <i>The Complexities of Creating a Teacher Evaluation & Development System (HC)</i> College Room <i>The Art and Challenge of the School Turnaround (RTT)</i> Chapel Room <i>Measuring and Replicating Success in Early Childhood Education (SS)</i> Wooster Room <i>Portfolio Management of School Districts (DR)</i> George Room <i>Building a Better Teacher (IS)</i>
3:30–4:00 PM	Transition to Panel Session III
4:00–5:30 PM	Panel Session III Temple Room <i>Teacher Retention: Keeping the Right People on the Bus (HC)</i> Wooster Room <i>Establishing & Optimizing State Level Longitudinal Data Systems (RTT)</i> College Room <i>Replicating and Scaling Effective School Models (SS)</i> Chapel Room <i>Implementing the National College and Career Readiness Standards (RTT)</i> George Room <i>Empowering Teachers through Teacher Action Research (IS)</i>
5:30–7:00 PM	Post-Conference Reception, sponsored by Uncommon Schools John Davenport's, Omni Hotel, 19th Floor

Panel Tracks

DR: District Level Reforms HC: Human Capital
 IS: Interactive Session RTT: Pillars of Race to the Top
 SS: Scaling Success

Panel Descriptions

PANEL SESSION I 10:30 am–12 PM

The Creation and Development of Effective Classroom Teachers

Temple Room / Human Capital track

Among the range of reforms and issues faced by the US education system, the challenge of sourcing effective, high-quality teachers for all of our schools remains the most important lever for widespread success. Given the wide variation in teacher development models, from university-based teaching colleges to alternative programs like Teach for America to urban residencies, and the difficulty of measuring their effectiveness on teacher performance, the challenge becomes determining both what the ideal model for teacher preparation looks like and how to implement it. Fully addressing this question requires shifting the focus from the front-end inputs to understanding how new teachers are performing in the classroom and creating robust mechanisms for evaluating existing teacher development pipelines. This panel will focus on how to measure success in teacher development and most effectively train and source the next generation of teachers. Key questions include:

- How do we measure the effectiveness of training programs and ensure that they give teachers the tools to increase all children's achievement?
- What is the current gold standard for measuring teacher development program effectiveness and what does it take for other states to get there?
- How should data on the effectiveness of existing programs be used on a state, district and school level? What are the challenges to collecting and using this data?
- Given what we know now, what does an ideal program preparing first-time teachers to enter the classroom look like? What can various teaching programs learn from each other to provide high quality teachers for our students?

MODERATOR Jill Norton *Executive Director, Rennie Center for Education Research and Policy*

Kaya Henderson *Deputy Chancellor, DC Public Schools*

Arthur Levine *President, Woodrow Wilson Foundation*

Chris Meyer *Special Advisor to State Superintendent of Education, Louisiana Department of Education*

Ariela Rozman *CEO, The New Teacher Project*

The Impact of Race to the Top: The Power Balance between Federal and State Reform

College Room / Pillars of Race to the Top track

With the launch of the inaugural Race to the Top Fund, the Obama administration has expanded federal influence on state education policy to an extent far greater than the impact of additional funding dollars. As states compete for the \$4.3 billion allotted by the Fund, the standards and priorities set out by Race to the Top are defining the national conversation on school reform. However, Race to the Top is also, by definition, a limited funding pool. This panel will address both the promise presented by the Race to the Top Fund as well as the inherent challenges in the initiative, addressing questions such as:

- To what extent has Race to the Top shifted the balance of power between federal and state departments of education? How sustainable is this change?
- As the Race to the Top funding goes away over the next few years, how do we sustain the innovative changes in the winning states?
- Without the monetary incentive and additional funding, how do we continue to energize state-level reform and continued change in the states that didn't win?

MODERATOR Andy Rotherham *Co-Founder & Partner, Bellwether Education*

Charles Barone *Director of Federal Policy, Democrats for Education Reform*

Tom Gaffey *State Senator, Connecticut*

Deborah Gist *Education Commissioner, Rhode Island*

Joanne Weiss *Director of Race to the Top, US Department of Education*

The Challenges of Creating a Financially-Sustainable Education Venture

Wooster Room / Scaling Success track

One key aspect of creating lasting and scalable change is the creation of sustainable funding models for educational organizations. With a range of funding options for educational ventures – public, private and philanthropic – this panel will address the key questions faced by an aspiring educational entrepreneur. These include:

- What is the most effective way to raise capital for an educational venture?
- What are new innovative ways for education entrepreneurs to raise capital?
- What are the benefits and drawbacks of philanthropic, public and private financing?
- How can you best create a sustainable and scalable venture over the long term?

MODERATOR **Jordan Meranus** *Partner, NewSchools Venture Fund*

Doug Borchard *Managing Partner & COO, New Profit Inc*

Michael Connelly *CEO, Mosaica Education*

J.B. Schramm *Founder & CEO, College Summit*

Tom Vander Ark *Managing Director, Revolution Learning and Partner, Vander Ark/Ratcliff*

Promises and Challenges in the School Choice Movement

Chapel Room / District Level Reforms track

Over the last several years, the school system has become increasingly fragmented and many communities now feature public, charter, and specialized magnet schools. Several districts, including Boston, New York, and Hartford, have put public school choice front and center in their education reform efforts by implementing district-wide application and lottery systems for all students. While school choice advocates argue that such a system empowers families and creates healthy competition for schools, a key requisite for free markets to function as intended is “perfect information.” This panel will explore key questions related to creating effective school choice, including:

- How have successful organizations empowered families so that they are truly knowledgeable about school options? If there are few examples, how do we empower these families?
- How do we ensure that school choice is a reality for all parents, even the most disadvantaged?
- What kind of partnerships can the public, private, and charter school system form to improve school choice and access to a high quality education for all?

MODERATOR **Jennifer Medina** *Reporter, New York Times*

Erin Dillon *Senior Policy Analyst, Education Sector*

Jack Dougherty *Associate Professor of Educational Studies, Trinity College*

Eva Moskowitz *Founder & CEO, Success Charter Network*

Aesha Rasheed *Executive Director, New Orleans Parent Organizing Network*

Parents as Partners in Education Reform: Hartford Public School District’s Launch of School Governance Councils

York Room / Interactive Session track

This interactive session will highlight the Hartford Public School District’s ambitious efforts to launch a system-wide collection of School Governance Councils (SGCs). During the session, presenters will discuss the roles and responsibilities of SGCs, how SGCs are influencing student achievement, and the importance of parents as partners in education reform. Group discussion will follow.

Paula A. Altieri *CFO, Hartford Public Schools*

Timothy J. Sullivan Jr. *Principal, Classical Magnet School*

Robyn Harper Gulley *Parent and SGC Member, Classical Magnet School*

Paul Holzer *Director of Education Programs, Achieve Hartford*

Catching Up: Inside Connecticut's Bid for the Second Round of Race to the Top

George Room / Interactive Session track

Alex Johnston, CEO of ConnCAN, will lead a discussion looking at how Connecticut's rejection from the first round of Race to the Top is fueling legislative champions to lead the way in Round 2. This session will examine the impact of Race to the Top on a state that didn't make the finalist cut for the first round, but is not ready to give up.

Alex Johnston *CEO, ConnCAN*

KEYNOTE PANEL 12:45–1:45 PM

Racing to the Top: Successes and Challenges Facing Education Reformers Today

Grand Ballroom

The keynote panel will bring together several leading voices in education reform today to discuss the most pressing issues facing those working in the field. Bringing together the various topics of the day, including the "Racing to the Top" theme, panelists will address the successes and failures in the current education reform environment as well as their visions for the future of public education in the U.S. Questions for discussion may include:

- In his New York Times op-ed piece, David Brooks describes the education reforms driven by the Obama administration as "a quiet revolution." Have the recent reforms indeed driven massive shifts in the direction of education reform?
- What are key challenges in sustaining the momentum created by Race to the Top and other funds? What are the next steps?
- How do we create and maintain links between the federal government, local policy makers and education entrepreneurs to create effective change throughout the country? How do we align incentives so that various stakeholders will continue to work together to create the best environment for student achievement?
- Ideally, what will U.S. education look like in twenty years? What major, transformational changes will have taken place? What do we need to do now to get us there?

MODERATOR Ellen Winn *Director, Education Equality Project*

Wendy Kopp *Founder & CEO, Teach For America*

Gerard Robinson *Secretary of Education, Commonwealth of Virginia*

Roberto Rodriguez *Special Assistant to President Obama for Education, White House Domestic Policy Council*

PANEL SESSION II 2–3:30 PM

The Complexities of Creating a Teacher Evaluation & Development System

Temple Room / Human Capital track

While almost everyone agrees that teacher effectiveness is the most important factor in student achievement, not everyone agrees on what an effective teacher evaluation system looks like. The Widget Effect, a recent report by The New Teacher Project, outlines the flaws in existing teacher evaluation systems and how this has limited true human capital reform in education. Regardless of what the system ultimately looks like, it is clear that the process of constructing a teacher evaluation system that every stakeholder group can agree on will be complex. Furthermore, the question of how compensation should be linked to this evaluation is a lingering question. This panel will explore additional questions such as:

- What does an effective teacher evaluation system look like and how can it be meaningfully implemented?
- Which measures should be used and how do other stakeholders affect the feasibility of an effective teacher evaluation?
- What lessons have districts learned about incentivizing performance in education through salary and bonus structure?

MODERATOR Jonathan Travers *Director, Education Resource Strategies*

Joan Devlin *Senior Associate Director, American Federation of Teachers*

Brad Jupp *Senior Program Advisor, US Department of Education*

Jason Kamras *Director of Human Capital Teacher Strategy, DC Public Schools and 2005 National Teacher of the Year*

Dan Weisberg *VP of Policy & General Counsel & Co-author of Widget Effect, The New Teacher Project*

The Art and Challenge of the School Turnaround

College Room / Pillars of Race to the Top track

Arne Duncan has clearly laid down the challenge of effectively turning around low-performing and failing schools to states, districts, and charter management organizations and has outlined four ways to raise student achievement in these schools. This panel will compare and contrast the methods for improving failing schools, whether that means turnaround, closure & re-organization, or other forms of intervention. Relevant questions will include:

- In light of the federal mandate, how should this challenge be realistically and effectively engaged?
- Do interventions in failing schools work? Why has this been such an on-going challenge historically?
- What should our standards be? What does a successful intervention look like?
- What is the best way to identify low-performing schools and bring these schools back from failing to success? What are the key levers to an effective school turnaround? (Operations? HR policy? Curriculum?)

MODERATOR *Jeff Kutash* Managing Director, FSG

Steve Barr *Founder & Chair Emeritus, Green Dot Public Schools*

Justin Cohen *President, School Turnaround Strategy Group, Mass Insight*

Scott Given *Co-Founder & CEO, UP Schools*

Andy Smarick *Distinguished Visiting Fellow, Thomas B. Fordham Institute*

Measuring and Replicating Success in Early Childhood Education

Chapel Room / Scaling Success track

Evidenced by the Department of Education's \$10 billion Early Learning Challenge Fund, there is a widespread understanding that what a child learns between the ages of 0 and 5 can have a massive impact on their future educational outcomes. However, early childhood education has up to now been a "hodgepodge" of programs, with little uniformity in approach, policy support, or effective metrics for success. Furthermore, natural alignment to K-12 education and reforms in K-12 has been unclear and underdeveloped. As this federal initiative is being implemented and as funds are dispersed, we must consider the following questions:

- In this reform era, how do we effectively measure success when evaluating early childhood programs?
- What does an evidence-based, proven, and effective early childhood education program look like?
- How can an effective early childhood pipeline work in conjunction with K-12 education to help close the achievement gap?

MODERATOR *Sharon Lynn Kagan* Virginia and Leonard Marx Professor of Early Childhood and Family Policy, Teachers College, Columbia University and Professor Adjunct, Yale Child Study Center

Duane Benson *Executive Director, Minnesota Early Learning Foundation*

Janice Gruendel *Former Senior Policy Advisor to the CT Governor on Early Childhood*

Cornelia Grumman *Executive Director, First Five Years Fund*

Sara Mead *Senior Associate Partner, Bellwether Education*

Portfolio Management of School Districts

Wooster Room / District Level Reforms track

A number of large urban school districts have opted to adopt a method that allows for new school design and a new way of school performance management, called the "Portfolio School District" model. Given the need for continuous school improvement and turnaround, innovation, and the desire to scale what works, many feel that the portfolio school model offers the ideal template for urban districts in this reform era. However, the transition to a portfolio model from the traditional school district model can be a significant organizational and political challenge. This panel will begin with the proposition that the portfolio school district is a promising tool in catalyzing positive educational reform, then discuss questions such as:

- Is transitioning to this model realistic for most districts? If so, what are the key pieces (people, political, organizational) necessary in implementing this model from a more traditional school district model?
- What are the challenges and road blocks that superintendents face in making the portfolio model a reality?
- What are some current problems with the portfolio school district model and how can these be improved?
- How does a district need to be organized so the portfolio model can be sustained even in the face of superintendent/political turnover?

MODERATOR Andrew Moffitt *Senior Practice Expert, Education Practice, Social Sector Office, McKinsey & Co.*

Steven J. Adamowski *Superintendent, Hartford Public Schools*

Garth Harries *Deputy Superintendent, New Haven Public Schools*

Paul Hill *Director and Research Professor, Center for Reinventing Public Education, University of Washington*

Dacia Toll *Founder & Co-CEO, Achievement First*

Building a Better Teacher

George Room / Interactive Session track

As Achievement First (AF) has grown its network to 19 schools, it realized that it needed be obsessive about developing and retaining teachers in order to scale with quality. In this session, we will provide an overview of the strategies the organization uses to develop and retain teachers and dive deep into teacher coaching and Friday professional development as two of the most important levers. In the interactive session, participants will assess the strengths and challenges of their organization's efforts to develop and retain teachers and practice developing a coaching plan for a teacher and a professional development plan for a school.

Doug McCurry *Co-CEO & Superintendent, Achievement First*

PANEL SESSION III 4–5:30 PM

Teacher Retention: Keeping the Right People on the Bus

Temple Room / Human Capital track

In his book *Good to Great*, Jim Collins makes the point that one of the first things a successful organization must do to perform at the highest levels once you get the right people on the bus and get them in the right seats, is to keep them on the bus. Nowhere is this more evident than in education, where research shows that the single most important factor influencing student achievement is the quality of the student's teacher. However, as more and more highly effective teachers leave the classroom to less experienced peers, this may require re-structuring the teaching profession to promote long-term careers, especially as the more transient Generation Y and Millennial generations flood the workforce. This panel will address the questions:

- Is teaching, especially among this generation, still considered a long-term profession? Should it be?
- What are some interesting ways that organizations or schools are re-thinking the allocation of teacher time in order to keep teachers challenged in a teacher role?
- In an inherently inflexible profession, how do you create the flexibility for a long-term career in teaching, especially as it relates to work-life balance?

MODERATOR Maia Heyck-Merlin *Chief Operating Officer, Achievement First*

Furman Brown *Founder & Executive Director, Generation Schools*

Celine Coggins *Founder & CEO, Teach Plus*

Jason Culbertson *Director of School Services, National Institute for Excellence in Teaching*

Annie Schmutz Seifullah *Veteran Teacher, The Henry Street School for International Studies*

Establishing & Optimizing State Level Longitudinal Data Systems

Wooster Room / Pillars of Race to the Top track

Given that the development of state-level longitudinal data systems is a central component in the requirements for Race to the Top funding, many states are developing or have developed these systems as a way of better informing state policy decisions, through increased knowledge about schools, students and their transitions between grades and schools. While states have made great progress on implementing these data systems, some central question remain on how to maximize the use of these systems to raise student achievement. This panel will explore potential solutions and challenges in developing and implementing these data systems. Additional questions include:

- What kinds of policies, practices, or structures need to be created to extend the use of longitudinal data systems to maximize student success?
- How can Race to the Top (or other reforms/voices) create consistency and coherence between these data systems, and is there an efficient way to develop these data systems concurrently en masse (50 different models vs. one great model in 50 places)?
- What is the role of the private sector in helping states develop these systems?

MODERATOR Alex Johnston *CEO, ConnCAN*

Larry Berger *Co-Founder & CEO, Wireless Generation*

Thomas Kane *Deputy Director of Education for Data & Research, Bill & Melinda Gates Foundation*

Baron Rodriguez *Director, State Data Systems, Data Quality Campaign*

Replicating and Scaling Effective School Models

College Room / Scaling Success track

With a growing number of proven high-performing school models and unprecedented demand around the country due in part to growing momentum from Race to the Top and other national initiatives, both policy makers and education entrepreneurs are looking for effective ways of replicating them within districts and across the country. This panel will address the key management and policy challenges involved in replicating successful school models, including:

- If there were no policy constraints on school replication, what do existing school management organizations need to scale quickly?
- What have been the key challenges faced by administrations and charter management organizations looking to scale successes and how can some of these challenges be overcome?
- What federal, state or local policies do we need in place to support the replication of successful schools?
- What organizational supports need to exist to ensure that scaling efforts are successful given the inherent quality control challenges?

MODERATOR Eliza Krigman *Reporter, National Journal*

Richard Barth *CEO, KIPP Foundation*

John King *Senior Deputy Commissioner for P-12 Education, NY State Education Department*

Adam Porsch *Program Officer, Bill & Melinda Gates Foundation US Program*

Implementing the National College and Career Readiness Standards

Chapel Room / Pillars of Race to the Top track

In June 2009, 48 states and territories signed on to create common core standards, benchmarked against international standards. The drafts of the standards that have emerged seem to be well-written and embody the original goal in creating the standards. However, the implementation process will soon transfer to each of the individual states. As state policy-makers move ahead in the development and implementation of these standards, they face important practical questions, including:

- How do state leaders implement these common standards in an impactful, digestible, and effective way, as to give them real teeth? Moreover, how can states be incentivized to implement these new standards effectively?
- What are the state-level levers that need to be pulled (policies, advocacy campaigns, structural changes, key stakeholders) so that these standards have a real and lasting impact that filters down to the school level?

MODERATOR Michelle McNeil *Assistant Editor, Education Week*

David Coleman *Founder, Student Achievement Partners, LLC*

Ann S. Coles *College Access Senior Fellow, ACCESS*

Dr. Judith Rizzo *Executive Director & CEO, James B. Hunt Institute for Educational Leadership and Policy*

Robin N. Steans *Executive Director, Advance Illinois*

Empowering Teachers Through Teacher Action Research

George Room / Interactive Session track

This session will provide a forum for small group discussion with this year's winners of the Yale Lynn Hall Teacher Action Research Prize. After a brief presentation of their research, the winner (and the prize founder) will facilitate discussion about teacher action research and its impact on empowering teachers to be leaders in thoughtful education reform. There will also be room for discussion about the impact of teacher action research and other nontraditional leadership roles on teacher retention and effectiveness.

Jennifer Knight *Special Education Teacher, East Bay Agency for Children – Oakland Day Treatment Elementary School*

Morgan Hall *Graduate Student, Yale School of Management*

SPEAKER AND PANELIST BIOGRAPHIES

Keynote Address

Jon Schnur, Co-Founder & CEO, New Leaders for New Schools and former Senior Education Advisor to President Obama



Jon Schnur is Chief Executive Officer and co-founder of New Leaders for New Schools, a national non-profit organization with one mission: driving high levels of learning and achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. Since co-founding New Leaders, he has led the development of the organization's strategy, management team and board, core values, performance metrics, partnerships, and fundraising.

From September 2008 to June 2009, Jon took leave from New Leaders for New Schools, serving as an advisor to Barack Obama's Presidential campaign, a member of the Presidential Transition Team, and a Senior Advisor to U.S. Secretary of Education Arne Duncan. Before founding New Leaders for New Schools, Jon served as Special Assistant to Secretary of Education Richard Riley, President Clinton's White House Associate Director for Educational Policy, and Senior Advisor on Education to Vice President Gore. He has developed national education policies from preschool to higher education—with special focus on teacher and educator quality, reforming urban school systems, charter schools, after-school programs, and early learning and preschools. Jon graduated from Princeton University with honors, took graduate coursework at Harvard's Business School, Graduate School of Education, and Kennedy School, and graduated from a Wisconsin public high school. He lives in Washington, DC with his wife Elisa and their children Matthew, Elizabeth and Philip.

Keynote Panel

(Moderator) Ellen Winn, Director, Education Equality Project



As Director of the Education Equality Project, Ellen's task is to build a national education advocacy organization whose sole focus is closing the achievement gap. Her role encompasses strategic planning, operations, policy, communications, fundraising, grassroots mobilizing, coalition-building, and advocacy. Previously, Ellen served as the Director of the Office of Strategic Partnerships at the New York City Department of Education, which has raised more than \$230 million since 2002 for system-wide reforms and initiatives that support schools in New York City. Ellen's earlier career has included positions in private consulting, nonprofit research, and philanthropic sectors. Ellen holds a BA from Haverford College in urban studies and a Masters in Public Policy from the University of California, Berkeley. Ellen serves on the Advisory Board of Education Pioneers NYC Metro Area. She is an avid runner, reader, and knitter.

Wendy Kopp, Founder & CEO, Teach For America



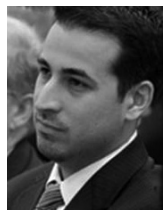
Wendy Kopp is the CEO and founder of Teach For America, the national corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools. Kopp proposed the creation of Teach For America in her undergraduate senior thesis in 1989 and has spent the last 20 years working to sustain and grow the organization. In the 2009-2010 school year, roughly 7,300 corps members will reach more than 450,000 students and will join nearly 17,000 Teach For America alumni who are already assuming significant leadership roles in education and social reform. Kopp also serves as the chief executive of Teach For All, which is supporting the development of Teach For America's model in other countries. She is the author of *One Day, All Children: The Unlikely Triumph of Teach For America and What I Learned Along the Way*, and holds a bachelor's degree from Princeton. She resides in New York City with her husband Richard Barth and four children.

Gerard Robinson, Secretary of Education, Commonwealth of Virginia



Mr. Robinson is the Secretary of Education for the Commonwealth of Virginia. He is responsible for the advancement of Governor McDonnell's education goals for Virginia's K-12 and Higher Education systems. Prior to this position, Mr. Robinson was the president of the Black Alliance for Educational Options (BAEO). BAEO is a national nonprofit, nonpartisan organization whose mission is to actively support parental choice to empower families and to increase quality educational options for Black children. Mr. Robinson also served as a senior research associate for the School Choice Demonstration Project at the University of Arkansas and as a senior fellow at the Institute for the Transformation of Learning at Marquette University. Mr. Robinson is on the board of the following organizations: the Policy Advisory Council at the National Alliance for Public Charter Schools; the Advisory Committee for the Program on Education Policy and Governance at Harvard University; and the U.S. Department of Education's National Charter School Resource Center. Mr. Robinson received a Master of Education degree from Harvard University, a Bachelor of Arts from Howard University, and an Associate of Arts from El Camino Community College. Scholarly interests include education policy and civil rights. He is married and has two daughters.

Roberto Rodriguez, Special Assistant to President Obama for Education, White House Domestic Policy Council



Prior to serving as Special Assistant to President Obama for Education, Roberto was Chief Education Counsel to Senator Edward Kennedy, Chairman of the Health, Education, Labor and Pensions (HELP) Committee. In this capacity, he managed the Democratic education agenda for the Committee and led policy development and strategy for legislation addressing early childhood education, elementary and secondary education, higher education, and adult education. Roberto began his tenure on Capitol Hill working for the Senate HELP Committee on the development of the No Child Left Behind Act, and has worked on various reauthorizations of federal legislation, including the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act. He is a native of Grand Rapids, Michigan, a graduate of the University of Michigan and of the Harvard Graduate School of Education.

PANELIST BIOGRAPHIES: PANEL SESSION I

The Creation and Development of Effective Classroom Teachers

(Moderator) Jill Norton, Executive Director, Rennie Center for Education Research and Policy



Jill is the Executive Director of the Rennie Center for Education Research & Policy, a non-partisan, non-profit think tank whose mission is to develop a public agenda that promotes significant improvement of public education in Massachusetts. Jill was formerly Director of Professional Development for the New England School Development Council (NESDEC) where she worked with educators throughout the six New England states to develop targeted professional development for K-12 teachers and administrators. Prior to NESDEC, Jill managed the customer service department for Tom Snyder Productions, an educational software publisher. Jill received her B.A. in Elementary Education from Michigan State University and earned her M.Ed. from Harvard University where she focused on Education Policy and Management. She has been a public school teacher in Michigan and Montessori directress in Massachusetts.

Kaya Henderson, Deputy Chancellor, DC Public Schools



Kaya Henderson is the Deputy Chancellor for the District of Columbia Public Schools where she focuses on organizational strategy, human capital, and external relations. Prior to her appointment, Kaya served as the Vice President for Strategic Partnerships at The New Teacher Project (TNTP), where she oversaw the organization's work on improving teacher hiring for school districts from a process, policy, and capacity-building perspective. She also launched a managed alternative certification program in a number of districts, including the DC Teaching Fellows Program. Kaya began her career in education as a Teach For America Corps member, serving for a number of years as a Recruiter, National Director of Admissions, and the Executive Director for Teach For America-DC. Kaya has also worked with the Fresh Air Fund's Career Awareness Program, and led groups of students on overseas experiences through World Horizons International. She holds a BS in Foreign Service and a Master's in Leadership, both from Georgetown University, Washington, DC.

Arthur Levine, President, Woodrow Wilson Foundation



Arthur Levine is the sixth president of the Woodrow Wilson National Fellowship Foundation. Before his appointment, he was president and professor of education at Teachers College, Columbia University. He served previously as chair of the higher education program, chair of the Institute for Educational Management, and senior lecturer at the Harvard Graduate School of Education. Dr. Levine was also President of Bradford College (1982-1989) and Senior Fellow at the Carnegie Foundation and Carnegie Council for Policy Studies in Higher Education (1975-1982). Dr. Levine is the author of dozens of articles and reviews, as well as books such as *Beating the Odds: How the Poor Get to College* (with Jana Nidiffer). His most recent book is *When Hope and Fear Collide: A Portrait of Today's College Student* (with Jeanette S. Cureton). He received his bachelor's degree from Brandeis University and Ph.D. from the State University of New York at Buffalo.

Chris Meyer, Special Advisor to State Superintendent of Education, Louisiana Department of Education



Chris Meyer is the Special Advisor to the Louisiana State Superintendent of Education and Executive Director of Louisiana's Race to the Top application. He was a member of the 2008-2009 class of White House Fellows, serving with Secretary Robert Gates in the U.S. Department of Defense. Prior to the White House Fellowship, Meyer was a Health Policy Fellow at the Heritage Foundation in Washington, D.C. In 2004, he became a Teach For America Corps Member in New Orleans, where he taught high school social studies and coached basketball. Beyond the classroom, Meyer has served as a Policy Coordinator for Louisiana Governor Bobby Jindal. He received a Masters in Public Policy from Harvard's Kennedy School of Government, and is a summa cum laude graduate of Tulane University where he received his B.A. in Political Science and Political Economy. He and his wife Alice reside in New Orleans.

Ariela Rozman, CEO, The New Teacher Project



Ariela Rozman is the CEO of The New Teacher Project (TNTP), a national nonprofit organization that works to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. TNTP has hired or trained approximately 37,000 teachers, benefiting an estimated 5.9 million students nationwide. Rozman oversees TNTP's work of training teachers, staffing schools, and conducting policy studies in more than 40 cities. Rozman began her tenure with The New Teacher Project in 2001 as Vice President of Marketing. Before joining TNTP, Rozman led the Online Marketing group for PlanetRx.com. Previously, she worked at Muresco, a retail and manufacturing conglomerate in Buenos Aires, Argentina, and at Bain & Co., a leading strategy consulting firm, working with Fortune 500 companies to improve their growth strategies and revenue opportunities. She holds a BA in Political and Social Thought from the University of Virginia.

The Impact of Race to the Top: The Power Balance between Federal and State Reform

(Moderator) Andy Rotherham, Co-Founder & Partner, Bellwether Education



Andrew J. Rotherham is a co-founder and partner at Bellwether Education, a non-profit organization working to improve educational outcomes for low-income students. He also writes the blog Eduwonk.com and writes regularly for U.S. News & World Report. Rotherham previously served at The White House as Special Assistant to the President for Domestic Policy during the Clinton administration and is a former member of the Virginia Board of Education. In addition to Bellwether, Rotherham has founded or co-founded two other successful education reform organizations including Education Sector. He is the author or co-author of more than 125 articles, book chapters, papers, and op-eds about education policy and politics and is the author or editor of four books on educational policy. Rotherham is a senior fellow at the Center for Reinventing Public Education and also at the Democratic Leadership Council.

Charles Barone, Director of Federal Policy, Democrats for Education Reform



Prior to joining DFER in early 2009, Charles Barone spent five years working as an independent consultant on education policy issues. His clients included the Citizens' Commission on Civil Rights, Education Trust, and the National Academies of Sciences. In 2007, Barone authored the DFER briefing "Keeping Achievement Relevant: The Reauthorization of 'No Child Left Behind'". Between 2001 and 2003, Barone served as Democratic Deputy Staff Director for the House Education and Labor Committee under Congressman George Miller (D-CA), prior to which he served as Miller's Legislative Director from 1997-2000. Barone first came to Capitol Hill as a Congressional Fellow in 1993 and subsequently became Chief Education Advisor to the late Senator Paul Simon (D-IL). He received his doctorate from the University of Maryland College Park in 1991 and a B.A. from the University of California, Santa Barbara in 1983.

Tom Gaffey, State Senator, Connecticut



State Senator Thomas P. Gaffey was elected to a seventh term in the Connecticut state Senate in November of 2006, where he represents the 13th Senatorial District. For the sixth consecutive term, Senator Gaffey serves as the Senate chairman of the Education Committee. He is also a member of the New England Board of Higher Education, the Bushnell Education Committee, and the Education Committee of the National Conference of State Legislatures. He successfully maintained high levels of Education Cost Sharing (ECS) grants and school construction funding for Connecticut cities and towns. He also provided additional funding for the state's vocational/technical high schools, Community Colleges, State Universities, and UConn. A lifelong resident of the City of Meriden, Senator Gaffey received his Bachelor of Arts from Southern Connecticut State University.

Deborah Gist, Education Commissioner, Rhode Island



Deborah A. Gist began her service as the Rhode Island Commissioner of Elementary and Secondary Education on July 1, 2009. Previously, she served as State Superintendent of Education in the District of Columbia, during which time she was responsible for transitioning all state-level education functions to the newly formed office of the state superintendent of education and for putting into effect the accountability systems of the federal No Child Left Behind education law. Gist began her career in education 21 years ago, as a teacher in the Ft. Worth, Texas, elementary schools. Gist earned a master's degree in public administration from the Harvard University Kennedy School of Government. She has a Bachelor of Science degree in early-childhood education from the University of Oklahoma and a Master of Arts in elementary education, with an emphasis in curriculum, from the University of South Florida. In 2008, she completed a fellowship with the Broad Academy for Superintendents.

Joanne Weiss, Director of Race to the Top, US Department of Education



Joanne Weiss serves in the U.S. Department of Education as Senior Advisor to the Secretary and is Director of the Department's \$4.35B Race to the Top program. Prior to joining the Department, Joanne was Partner and Chief Operating Officer at NewSchools Venture Fund, a venture philanthropy firm working to transform public education by supporting education entrepreneurs and connecting their work to systemic change. Prior to NewSchools, Joanne was Chief Executive Officer of Claria Corporation, an e-services recruiting firm that helped emerging-growth companies build their teams quickly and well. She previously spent twenty years in the design, development, and marketing of technology-based products and services for education. She was co-founder, interim CEO, and Vice President of Products and Technologies at Academic Systems and served as Executive Vice President of Business Operations at Wasatch Education Systems. She holds a degree in biochemistry from Princeton University.

The Challenges of Creating a Financially-Sustainable Education Venture

(Moderator) Jordan Meranus, Partner, NewSchools Venture Fund



Jordan Meranus is a Partner in the NewSchools Venture Fund East Coast office where he focuses on investment strategy and management assistance for the firm's portfolio ventures. Prior to NewSchools, Jordan was a Managing Director at Imagitas, a company that partners with government agencies to demonstrate that entrepreneurial business ideas can help the public sector better serve citizens. Jordan is also a co-founder of Jumpstart, a non-profit organization built on a simple idea: that providing intensive early literacy services to low-income children is a great investment in ensuring that children in underserved communities enter school prepared to succeed. Jumpstart currently operates in over 30 cities nation-wide and works with more than 6,000 children in Head Start. Jordan received a BA in history from Duke University and a master's in Education and Public Administration from Harvard.

Doug Borchard, Managing Partner & COO, New Profit Inc.



Doug joined New Profit as Partner and Chief Operating Officer in January 2005. In addition to managing New Profit's finances and internal operations, Doug works closely with several of New Profit's portfolio organizations, including Achievement First, iMentor, and KIPP. Prior to joining New Profit, Doug was Vice President of Prospecting Solutions at Dun & Bradstreet, a global provider of business information. Doug came to D&B through its acquisition of iMarket, Inc., a venture-funded provider of sales and marketing software and internet solutions that he co-founded. Doug also spent several years as a consultant at Bain & Company. Additionally, Doug worked as a program and logistics officer with Save the Children. Doug graduated from Princeton with a B.S. in Engineering and received an M.B.A. from Stanford.

Michael Connelly, CEO, Mosaica Education



Michael Connelly is Chief Executive Officer of Mosaica Education, Inc. Mosaica Education manages 90 charter schools, serving 17,000 students in eight states, the District of Columbia, Qatar, and United Arab Emirates. Prior to joining Mosaica, Michael had been President of Lepercq Capital Management, a private equity firm; Executive Vice President of Foster Management Company, a private business development and investment firm; a member of Casey, Lane & Mittendorf, a New York law firm; and a high school teacher. Michael is also a board member and former Chairman of the National Council of Education Providers; a member of the Board of Visitors of Columbia University School of Law and of the Leadership Board of Education Industry Association. He received his B.A. in Mathematics from Michigan State University and his J.D. from the Columbia University.

J.B. Schramm, Founder & CEO, College Summit



J.B. Schramm founded College Summit in 1993 to help communities raise college enrollment rates for low-income students. The organization currently serves 80,000 students in 12 states. In recognition of the organization's impact, College Summit was honored at the World Economic Forum in 2008 as the United States Social Entrepreneur of the Year. It has also been featured by the U.S. Department of Education, received the National Association for College Admission Counseling's highest award for improving college access, and was profiled in David Bornstein's 2004 book *How to Change the World*. J.B. is a recipient of an Honorary Doctorate of Public Service from Regis University, is a fellow of the Aspen Institute-New Schools Entrepreneurial Leaders for Public Education, and the Kennedy School of Government's Executive Session on Transforming Cities Through Civic Entrepreneurship. He is a graduate of Denver Public Schools, Yale University, and Harvard Divinity School.

Tom Vander Ark, Managing Director, Revolution Learning and Partner, Vander Ark/Ratcliff



Tom Vander Ark is a partner in Revolution Learning, which focuses on improving educational engagement, access, and efficiency with an interest in connecting students with viable life options. Tom is also a partner in Vander Ark/Ratcliff, a firm advocating for innovation and entrepreneurship in learning. Previously Tom served as President of the X PRIZE Foundation, Executive Director of Education for the Bill & Melinda Gates Foundation, and a public school Superintendent in Washington State. In 2006, Newsweek readers voted Tom the most influential baby boomer in education. He is a board member of AdvancePath Academies, Edmodo, Envictus, City Prep Academies, MLA Partner Schools, Strive for College, and advises Communities in Schools and ConnCAN, among other organizations. Tom received the Distinguished Achievement Medal and graduated from the Colorado School of Mines. He received his M.B.A. in finance from the University of Denver.

Promises and Challenges in the School Choice Movement

(Moderator) Jennifer Medina, Reporter, New York Times

Jennifer Medina has covered New York City public schools since 2007 for the Metro section of The New York Times. She focuses extensively on education reforms and their impact on the city schools, with particular emphasis on standardized testing and accountability, the growth of charter schools, merit pay, and incentive systems for students. Some of her favorite stories have taken readers deep inside classrooms that cater to foster children and recent immigrants who are illiterate in their native language. Since arriving at the Times in 2002, Jennifer's reporting has included crime in New York City, immigrants in Westchester, and the aftermath and clean up of Hurricane Katrina, and settlers in the West Bank of Israel. Jennifer received her bachelor's in political science and journalism from the University of Southern California. She lives in Manhattan with her husband, a recent graduate of Yale SOM.

Erin Dillon, Senior Policy Analyst, Education Sector



Erin Dillon is a Senior Policy Analyst at Education Sector, a non-profit, non-partisan education policy think tank in Washington, D.C. At Education Sector, Dillon oversees the organization's school choice work and is responsible for designing, implementing, and assisting with research and analysis projects, with a focus on school choice and higher education financial aid. Prior to joining Education Sector, Dillon was a research associate with the Beginning with Children Foundation in New York. At the foundation, she managed a research project examining the academic achievement of charter school students and assisted with a college preparatory program for high school students. Dillon received her master's degree in social sciences in education at Stanford University, where she focused on education research and policy and received a bachelor's in psychology at the College of William and Mary.

Jack Dougherty, Associate Professor of Educational Studies, Trinity College



Jack Dougherty is Associate Professor in the Educational Studies Program at Trinity College in Hartford, Connecticut. His teaching and research draw connections between educational history, policy, and practice. He received his B.A. in philosophy from Swarthmore College, taught high school in Newark, New Jersey, then earned his Ph.D. in Educational Policy Studies from the University of Wisconsin-Madison. Jack's prize-winning book, *More Than One Struggle: The Evolution of Black School Reform in Milwaukee*, explores how three generations of civil rights activism changed from the 1930s to the present in the urban North. Through the Cities, Suburbs, and Schools Project, Jack and his students are exploring how private housing and public schooling have shaped metropolitan Hartford. Their most widely viewed products include *Missing the Goal: A Visual Guide to Sheff v O'Neill School Desegregation* and *SmartChoices: A Digital Guide to Public School Choice in the Greater Hartford Region*.

Eva Moskowitz, Founder & CEO, Success Charter Network



Eva Moskowitz, a Harlem native and mother of three, is Founder and Chief Executive Officer (CEO) of Success Charter Network, which runs four charter schools in Harlem. In August 2006, Moskowitz founded Harlem Success Academy, hailed by NYC Schools Chancellor Joel Klein as "one of the best charter schools in the country," and cited by NYC Mayor Michael R. Bloomberg for its "amazing performance." Moskowitz opened three more charter schools in August 2008 and plans to open 40 over the next decade. A former New York City Council Member and Chair of the Council's Education Committee, Moskowitz remains a forceful advocate for education, but has now returned to her roots in teaching to implement all she learned while visiting hundreds of New York City's 1,300 public and charter schools. Eva holds a B.A. from the University of Pennsylvania and a Ph.D. in American History from Johns Hopkins University.

Aesha Rasheed, Executive Director, New Orleans Parent Organizing Network



Aesha Rasheed is the founder and executive director of the New Orleans Parent Organizing Network. For years, she has advocated for quality public education in New Orleans focusing on the need for parent and community involvement in school reform. She created the New Orleans Parents' Guide to Public Schools to help parents better navigate public schools and empower themselves to judge school quality and advocate for excellent public schools. Prior to founding the Parent Organizing Network she co-led New Orleans Network, an information sharing and collaboration hub for grassroots organizations in post-Katrina New Orleans, and spent five years covering public education at the New Orleans Times Picayune. She earned her B.A. in Journalism and Mass Communication from the University of Oklahoma.

Parents as Partners in Education Reform: Hartford Public School District's Launch of School Governance Councils

Paula A. Altieri, CFO, Hartford Public Schools

Paula A. Altieri serves as the Chief Financial Officer for Hartford Public Schools, in Hartford, CT. With nearly two decades of public and private financial management expertise, Ms. Altieri came to the Hartford Public School district with a strong background in administration, finance, and innovation in management. Ms. Altieri earlier served in the capacity of Budget Director for the Hartford Public Schools from 1999 to 2007. Ms. Altieri is a certified School Business Administrator with the Connecticut State Department of Education, holds a Bachelors degree in Finance from Post University, and a master's degree in Accounting and Taxation from the University of Hartford.

Timothy J. Sullivan Jr., Principal, Classical Magnet School

Timothy J. Sullivan Jr. is the principal of the Classical Magnet School in Hartford. Tim served on the district's executive committee which planned the rollout of Student Based Budgeting, assisted the district in providing training for both Principals and School Governance Teams, and implemented site based budgeting at his school using a constituent based governance team for each of the past three years. He recently was chosen as Principal of the Year by the CT Association of Schools.

Robyn Harper Gulley, Parent and SGC Member, Classical Magnet School

Robyn Harper Gulley is a parent at the Classical Magnet School in Hartford and has served as a member of the school's governance team which is responsible for developing an \$8 Million site based budget.

Paul Holzer, Director of Education Programs, Achieve Hartford!

Paul Holzer is the Director of Education Programs at Achieve Hartford!, the local education fund in the city of Hartford, CT which is providing an independent evaluation of Year 1 implementation of School Governance Councils in Hartford. He is a recent MBA graduate of the Yale School of Management, where he focused on management issues impacting the field of Education. A teacher by training, Paul brings together experiences in the classroom, in community development and in non-profit management to create research and programs that advance education reform in the City of Hartford. Paul received his Bachelors degree from Dartmouth College.

Catching Up: Inside Connecticut's Bid for the Second Round of Race to the Top

(Moderator) Alex Johnston, CEO, ConnCAN



Alex Johnston is Chief Executive Officer of ConnCAN. In the five years since he founded the organization, he has led ConnCAN's effort to advocate for state policies that will ensure every Connecticut child has access to a great public school. In 2009, ConnCAN achieved three major legislative victories through its 'Mind the Gaps' campaign: overhauling the state's teacher certification rules, opening up stores of longitudinal student achievement data to the public and securing \$8 million of funding for the expansion of high-performing public charter schools in the midst of an \$8 billion state budget deficit. Before helping to found ConnCAN, Alex Johnston directed operations at the New Haven Housing Authority, working as a member of the management team tasked with turning the agency around from the brink of receivership. A graduate of Harvard University, Alex received a D. Phil. in politics from Oxford's Lincoln College on a Rhodes Scholarship, where he studied the impact of government funding on nonprofit service providers.

PANELIST BIOGRAPHIES: PANEL SESSION II

The Complexities of Creating a Teacher Evaluation and Development System

(Moderator) Jonathan Travers, Director, Education Resource Strategies



Jonathan Travers is a Director at Education Resource Strategies. He leads ERS's School Funding Systems practice area and consults with urban districts across the country on strategic resource use. Previously, he was Vice-President of Finance and Administration at Teach For America (TFA), where he was responsible for its overall financial health and all resource allocation processes. During his time there, TFA more than doubled in size while simultaneously strengthening its financial position and making substantial programmatic improvements. As budget director of the DC Public Schools, he oversaw a \$1 billion operating budget and led the development and implementation of the Weighed Student Formula, a school-based funding system designed to equitably and strategically allocate resources to schools. He was also an analyst at the US Office of Management and Budget. He holds a master's degree from the Harvard Kennedy School and a BA from Yale.

Joan Devlin, Senior Associate Director, American Federation of Teachers



Joan Devlin taught at both the middle school and high school levels in Boston, Massachusetts. She was an active member of the Boston Teachers Union (BTU), working as an officer in the Boston local from 1974 to 1978. Joan also was a field representative for the Massachusetts Federation of Teachers (MFT), the state level affiliate of the American Federation of Teachers (AFT) in Massachusetts. From 1980-87, she was Director of Organization for the MFT. She came to the AFT national office in Washington, D.C. in November of 1993. At the American Federation of Teachers Joan works on charter schools issues and is part of the team of staff working on the AFT's Center for School Improvement. She staffs the Charting the Course initiative on Teacher Quality: Peer Assistance and Review. Joan was the co-author of the AFT's report on charter school laws and a policy brief on charter schools.

Brad Jupp, Senior Program Advisor, US Department of Education



Brad Jupp is a Senior Program Advisor in the Office of Secretary of Education Arne Duncan. He is on loan to the Secretary's Team from the Denver Public Schools (DPS) where for the past 24 years he has been a teacher, union leader and senior administrator. His most recent assignment was Senior Academic Policy Advisor to Superintendent Michael Bennet. Prior to that assignment, Jupp spent 19 years as a middle school language arts teacher, and an activist in DPS's teacher union, the Denver Classroom Teachers Association (DCTA). From 1999 to 2005 he led the joint district/union effort to develop and implement the Professional Compensation System for Teachers, ProComp. In his most recent classroom work Jupp held his dream job as lead teacher of the DPS Alternative Middle School. There he taught at risk sixth, seventh and eighth graders. From 1990 to 2002 he served the chief negotiator for the DCTA's bargaining team.

Jason Kamras, Director of Human Capital Teacher Strategy, DC Public Schools and 2005 National Teacher of the Year



Jason Kamras currently serves as the Director of Human Capital Strategy for Teachers in the District of Columbia Public Schools (DCPS). In this role, he leads the district's efforts to ensure a highly effective teacher for every classroom. Prior to this appointment, Mr. Kamras served for eight years as a middle school math teacher at John Philip Sousa Middle School (DCPS). He began teaching in 1996 as a member of Teach For America and was named National Teacher of the Year in 2005. Mr. Kamras holds a bachelor's degree in public policy from Princeton University and a master's degree in education from the Harvard Graduate School of Education.

Dan Weisberg, VP of Policy & General Counsel & Co-author of Widget Effect, The New Teacher Project



As Vice President of Policy & General Counsel, Daniel Weisberg leads The New Teacher Project's initiatives to align district, state and federal policies to the goal of providing quality teachers for poor and minority students, and was co-author of The New Teacher Project's acclaimed recent study, *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Prior to joining TNTP, Dan served as Chief Executive of Labor Policy and Implementation for the New York City Department of Education. His distinguished record of policy achievements – including more rigorous tenure standards and principal and teacher bonus programs – has established him as a national leader on improving educational equality. Before working for the New York City schools, he was a Partner in the New York office of Brobeck, Phleger & Harrison. He holds a J.D. from New York University Law School and a BA in Political Science from Columbia College.

The Art and Challenge of the School Turnaround

(Moderator) Jeff Kutash, Managing Director, FSG



Prior to joining FSG, Jeff was the Director of California Operations for The SEED Foundation. Before that he spent three years as a public and private sector strategy consultant, first with McKinsey & Company and then with The Bridgespan Group. Jeff's direct experience in education includes three years creating and leading nonprofit educational support and college prep programs as the Director of Programs at the Harlem Educational Activities Fund in New York City. Jeff also spent three years teaching math at a New York City public school as a Teach For America corps member. He currently chairs the Board of Prosper Public Schools, a nonprofit focused on opening public college-prep boarding schools for foster youth and other vulnerable youth. Jeff holds an M.B.A in General Management from Harvard Business School and a B.A in Political Science from the University of Pennsylvania.

Steve Barr, Founder & Chair Emeritus, Green Dot Public Schools



Steve Barr founded Green Dot Public Schools in 1999 with the vision of transforming secondary education in California by creating a number of high-performing charter high schools using available public dollars. Prior to founding Green Dot, Steve held a number of leadership positions in political and social service organizations. In 1990, Steve co-founded Rock the Vote. Steve hosted President Clinton's National Service Inaugural event, which led to the creation of Americorps. He then oversaw an Americorps after-school program project in South Central and East Los Angeles that focused on helping single mothers transition off of welfare. Steve has been active in politics throughout his career, serving presidential campaigns and as a finance chair for the Democratic Party. Additionally, Steve has helped drive political change through television, as a national correspondent on the nationally syndicated Disney-produced "The Crusaders", as a contributor to Discovery Channel's "Why Things Are?", and as a writer in national magazines such as *George*.

Justin Cohen, President, School Turnaround Strategy Group, Mass Insight



Justin was recruited to lead the School Turnaround Strategy group in launching a multi-year "Partnership Zone Initiative" to prove the strategy outlined in Mass Insight's groundbreaking 2007 report, *The Turnaround Challenge*. Through the initiative, the Group will work with states, districts, and partner organizations to develop the capacity to turnaround our nation's lowest performing schools. Prior to joining The School Turnaround Strategy Group, Justin was Director of the Office of Portfolio Management and senior advisor to Chancellor Michelle Rhee at the District of Columbia Public Schools (DCPS). While at DCPS, Justin led the district's work in creating long term strategies for fostering quality, innovation, and growth in the schools portfolio. Before that Justin was director of industry support and development for the National Alliance for Public Charter Schools. Justin has a B.A. in cognitive neuroscience from Yale University.

Scott Given, Co-Founder & CEO, UP Schools



Scott Given is a Co-Founder and the Chief Executive Officer of UP Schools, a non-profit school management organization that seeks to rapidly transform chronically underperforming urban public schools into extraordinary schools and thereafter sustain each school's performance over the long-term. The organization will begin managing its first school in Fall 2011. Scott, a former strategy consultant at the Parthenon Group, has worked in education reform for seven years. After teaching for two years at Boston Collegiate Charter School, Scott became the Principal of Excel Academy Charter School (East Boston, MA), where from 2005-2008 he spearheaded a comprehensive and successful school turnaround. Scott is a summa cum laude graduate of Dartmouth College and an MBA candidate at Harvard Business School.

Andy Smarick, Distinguished Visiting Fellow, Thomas B. Fordham Institute



Andy Smarick is a Distinguished Visiting Fellow at the Thomas B. Fordham Institute and an Adjunct Fellow at the American Enterprise Institute. From 2008 – 2009 he served as Deputy Assistant Secretary for Planning, Evaluation, and Policy Development at the U.S. Department of Education where he helped manage the Department's research, budget, and policy functions. From 2007–2008, Andy served at the White House in the Domestic Policy Council, working primarily on K-12 and higher education issues. Prior positions include: Chief Operating Officer for the National Alliance for Public Charter Schools, legislative assistant to a Member of the U.S. House of Representatives, and aide to members of the Maryland state legislature. He is a former White House Fellow and earned a bachelor's degree, summa cum laude, and a master's degree in public management from the University of Maryland.

Measuring and Replicating Success in Early Childhood Education

(Moderator) Sharon Lynn Kagan, Virginia and Leonard Marx Professor of Early Childhood and Family Policy, Teachers College, Columbia University and Professor Adjunct, Yale Child Study Center



Recognized internationally and nationally for her accomplishments related to the care and education of young children, Sharon Lynn Kagan is the author of 225 articles and 13 books. Currently, she is a member of over 40 national boards or panels, and is working with 30 countries around the globe to establish early learning standards, public policies, and teacher education strategies. She has served as President of the National Association for the Education of Young Children; Chair of the National Education Goals Panel Technical Planning Group for Goal One; a member of the Clinton Education Transition Team; and a Distinguished Fellow for the Education Commission of the States.

Duane Benson, Executive Director, Minnesota Early Learning Foundation



Duane Benson is the Executive Director of the Minnesota Early Learning Foundation. He also was the Executive Director of the Minnesota Business Partnership from 1994 to 2003. Benson served in the Minnesota Senate from 1980 to 1994, and was the Senate Minority Leader for a period during that time. He graduated with honors from Hamline University. Benson was drafted into the NFL and played eleven seasons as a linebacker for the Oakland Raiders, Atlanta Falcons, and Houston Oilers. He continues to own and operate a cattle farm outside of Lanesboro and is active in numerous civic and charitable organizations. Benson is also a member of the Minnesota State Colleges & Universities Board of Trustees. Benson is a 2009 laureate of the Junior Achievement Upper Midwest Business Hall of Fame.

Janice Gruendel, Former Senior Policy Advisor to the CT Governor on Early Childhood

Dr. Janice M. Gruendel has served for the past four years as Senior Advisor on Children and Youth for Connecticut's Governor M. Jodi Rell. She was appointed to the Connecticut Senior Executive Service and also served at the deputy commissioner level in the Departments of Children and Families, Developmental Disabilities, and Public Health and in the CT Corrections Department. Among other accomplishments, she also co-founded and served as co-president of Connecticut Voices for Children, and worked as Vice President for Education and Technology in a children's entertainment business, Rabbit Ears Productions. She currently holds a position as Adjunct Lecturer at the Yale University Child Study Center. In her recently completed assignment as advisor to the governor, she co-chaired the CT Early Childhood Education Cabinet, the state's initiative to develop a comprehensive, seamless birth to age nine (B-9) system for children and families.

Cornelia Grumman, Executive Director, First Five Years Fund



Cornelia Grumman is Executive Director of the First Five Years Fund, an initiative aimed at improving the lives of at-risk children by leveraging larger and smarter federal investments in high-quality early childhood education, from birth to age 5. From 2000 to 2008, Grumman was a member of the Chicago Tribune's editorial board, where she wrote primarily about education, juvenile justice, social issues, state issues and the death penalty. In 2002, Grumman's series of editorials on Illinois' death penalty helped prompt sweeping legislative reforms, including electronic taping of police interrogations in homicide cases, and won the 2003 Pulitzer Prize for editorial writing. Her 2005 series on the Cook County Juvenile Temporary Detention Center prompted federal and state investigations, scrutiny

by independent monitors, a federal court-mandated plan for reform and the removal of five top administrators at the center. In early 2007, Grumman was the lead writer on a seven-part series advocating widespread reform of Illinois' education system.

Sara Mead, Senior Associate Partner, Bellwether Education



Sara Mead is a Senior Associate Partner with Bellwether Education, a nonprofit organization that works to build the field of organizations that can dramatically improve educational outcomes for low-income students. Her work has been featured in numerous media outlets including The Washington Post, New York Times, and USA Today, and she has appeared on CBS and ABC News and on NPR. Before joining Bellwether, Ms. Mead directed the New America Foundation's Early Education Initiative. She has also worked for Education Sector, the Progressive Policy Institute, and the U.S. Department of Education. Ms. Mead serves on the District of Columbia Public Charter School Board, which authorizes charter schools in the District of Columbia and holds them accountable for results, and on the board of Democrats for Education Reform. The daughter, granddaughter, and sister of public school educators, she holds a bachelor's degree in public policy from Vanderbilt University.

Portfolio Management of School Districts

(Moderator) Andrew Moffit, Senior Practice Expert, Education Practice, Social Sector Office, McKinsey & Co.



Andy Moffit is a Senior Practice Expert with McKinsey & Company's Social Sector Office, based in Boston. He is a co-founder and member of the global leadership team for its Global Education Practice. Andy joined the firm in 2000 and has served clients in the financial services, non-profit and public sectors, and was designated Associate Principal in 2004. Since then, he has worked exclusively with education clients on a wide range of strategic and organizational issues. He is one of the firm's foremost experts in school system transformation, accountability systems and school portfolio management, talent management, and organizational design. He is a frequent commentator at sector conferences and other public venues, and recently published an article in *Voices on Urban Education* on central office effectiveness in large urban districts. He was an elementary school teacher in Houston, Texas from 1991-93 as a corps member of Teach For America.

Steven J. Adamowski, Superintendent, Hartford Public Schools



Dr. Adamowski has, since November 2006, engineered one of the most comprehensive urban school district overhauls in the country. He has introduced an all-choice system of high performing schools, reduced the number of middle schools and created smaller career-oriented academies within the city's underperforming high schools. Prior to Hartford, Dr. Adamowski was with the American Institutes for Research as Senior Fellow and served as Superintendent/CEO of the Cincinnati, Ohio Public Schools. During his term as superintendent, Cincinnati gained national recognition for its school accountability system, use of weighted, student-based budgeting, alignment of teacher evaluation and compensation, improvement of early literacy, and redesign of high schools. Steven previously served as Associate Secretary of Education in Delaware.

Garth Harries, Deputy Superintendent, New Haven Public Schools



Garth Harries is responsible for designing and bringing to life a comprehensive school reform strategy in New Haven. Between 2003 and 2009, Garth was a senior executive with the New York City Department of Education, serving as the Chief Executive for Portfolio Development and the Chief Executive for the Office of New Schools. Under his leadership, the Office of New Schools created over 300 new district and charter schools. The New York City Autonomy Zone piloted within the Office of New Schools, later becoming the management structure for all 1400 schools in the DOE system. In addition, Garth helped to reorganize the Senior Leadership of the Department, and authored a well-received set of recommendations for the reform and redesign of special education services. Prior to joining the NYC DOE, Garth was an engagement manager at McKinsey & Company, specializing in Financial Industries and Non-Profit Management.

Paul Hill, Director and Research Professor, Center for Reinventing Public Education, University of Washington



Paul T. Hill is the John and Marguerite Corbally Professor at the University of Washington Bothell and Director of the Center on Reinventing Public Education, which develops, tests, and helps communities adopt alternative governance systems for public K-12 education. He is a non-resident Senior Fellow at the Brookings and Hoover Institutions and directed the National Working Commission on Choice in K-12 Education. Dr. Hill chairs the National Charter School Research Project and leads its Charter School Achievement Consensus Panel. He is editor (with Julian Betts) of the Consensus Panel's volume, *Taking Measure of Charter Schools* (forthcoming 2010), and editor of *Charter Schools Against the Odds* (2006). His most recent reports are *Portfolio School Districts for Big Cities: An Interim Report and Performance Management in Portfolio School Districts*.

Dacia Toll, Founder & Co-CEO, Achievement First



Dacia Toll is the founder and Co-CEO of Achievement First, a non-profit organization which currently operates 17 public charter schools in Connecticut and New York. Dacia led the founding team and served for six years as the Director of Amistad Academy, named Connecticut's 2006 Distinguished School of the Year after posting the greatest performance gains of any middle school in the state. Under Dacia's leadership, Amistad students – selected by lottery, 98% black and Latino, 80% free/reduced lunch – consistently made dramatic gains in student achievement. Dacia co-founded Achievement First to replicate the successful Amistad model and began opening additional schools in New Haven, Bridgeport, and Hartford, CT and in Brooklyn, NY. Achievement First currently serves more than 4,500 students.

Building a Better Teacher

Doug McCurry, Co-CEO & Superintendent, Achievement First



In his role as co-CEO and superintendent, Mr. McCurry oversees student achievement across the Achievement First network through the training and coaching of principals, the development and implementation of principal best practices, and the evaluation of principals and schools. Prior to co-founding Achievement First in 2003, Mr. McCurry was one of the founders of Amistad Academy, serving as the school's instructional leader for three years. Mr. McCurry led the development of Achievement First's standards-based curriculum, including Athena, Achievement First's online interim assessment and data analysis system. Mr. McCurry also leads professional development efforts at Achievement First, and he is a sought-after presenter and coach of teachers. A Morehead

Scholar at the University of North Carolina, Mr. McCurry earned a B.A. in history and journalism there, and was recently awarded the university's distinguished young alumnus award. Through the Klingenstein Private School Leadership program, he earned an M.A. in educational administration from Teachers College, Columbia University.

PANELIST BIOGRAPHIES: PANEL SESSION III

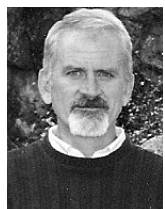
Teacher Retention: Keeping the Right People on the Bus

(Moderator) Maia Heyck-Merlin, Chief Operating Officer, Achievement First



Ms. Heyck-Merlin currently serves as Achievement First's Chief Operating Officer, where she oversees recruitment, development, and evaluation of school leaders, teachers, and operational team members. She began at Achievement First in 2007 as the Chief Talent Officer. Prior to joining Achievement First, Ms. Heyck-Merlin was involved with Teach For America as both a corps member and Executive Director in South Louisiana. Ms. Heyck-Merlin holds a B.A. in child development from Tufts University, where she served as president of the Leonard Carmichael Society, the largest student body organization. She lives in Brooklyn with her husband, three cats, and soon-to-be baby girl.

Furman Brown, Founder & Executive Director, Generation Schools



Mr. Brown began his education career in the first-ever corps of Teach for America teaching in South Central Los Angeles. He brings nearly two decades of experience in education reform helping district and charter schools redesign their use of time, staff, professional development, and instructional technologies. Mr. Brown won a prestigious Echoing Green Prize for social innovation. The global competition recognized him as "one of the world's foremost emerging social entrepreneurs." He is a frequent panelist and featured speaker throughout the country, sharing his work and theories on social innovation and education reform.

Celine Coggins, Founder & CEO, Teach Plus



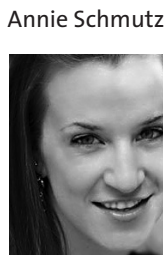
Celine Coggins is the founder and CEO of Teach Plus. She has a background that includes research, policy and K-12 teaching. She received a Mind Trust Education Entrepreneur fellowship to launch Teach Plus in December 2008. Prior to founding Teach Plus, Celine worked at the Rennie Center for Education Research and Policy where she led the research and publication process for almost two-dozen reports and policy briefs; she is also an editor of two books. Celine earned her Ph.D. in Education Policy Analysis at Stanford University, where she studied teacher quality and education leadership. Prior to Stanford, Celine worked in the Office of the Commissioner at the Massachusetts Department of Education on an array of teacher quality initiatives. She began her career as a middle school teacher in Worcester, MA. Celine earned her B.A. from the College of the Holy Cross and her M.Ed. in Educational Research, Measurement and Evaluation from Boston College.

Jason Culbertson, Director of School Services, National Institute for Excellence in Teaching



Formerly the executive director of South Carolina TAP (Teacher Achievement Program), Jason Culbertson is the director of school services for NIET. In this position, he works closely with NIET senior management to support all aspects of school operations including TAP trainings, school reviews and evaluation, and other school services. He was the first teacher to move through TAP's career path—from career to mentor to master teacher. Mr. Culbertson has been interviewed about TAP for TIME Magazine, U.S. News & World Report and Newsweek. He has also spoken at various national events and provided testimony to education committees on the effectiveness of performance pay. Mr. Culbertson holds undergraduate degrees in history and political science, and a M.Ed. from the University of South Carolina, as well as an educational specialist degree in administration.

Annie Schmutz Seifullah, Veteran Teacher, The Henry Street School for International Studies



Annie Schmutz Seifullah currently works at the Henry Street School for International Studies, a 6 – 12 public school, located in the Lower East Side of Manhattan. Originally from Utah, Annie worked in public relations during the 2002 Salt Lake Winter Olympics when she decided to make a career change into urban education. In addition to teaching 11th grade English Language Arts, she has worked as an adjunct instructor for City University of New York and Columbia University Teachers College, as well as running an action-research group for NYCORE (New York Collective of Radical Educators). Her current focus is teacher training and retention. Last year, with the support of the Asia Society, Annie published a literacy curriculum that is being taught across the country through the International Studies Schools Network. She is married to hip-hop freestyle artist, Yahya.

Establishing & Optimizing State Level Longitudinal Data Systems

(Moderator) Alex Johnston, CEO, ConnCAN



Alex Johnston is Chief Executive Officer of ConnCAN. In the five years since he founded the organization, he has led ConnCAN's effort to advocate for state policies that will ensure every Connecticut child has access to a great public school. In 2009, ConnCAN achieved three major legislative victories through its 'Mind the Gaps' campaign: overhauling the state's teacher certification rules, opening up stores of longitudinal student achievement data to the public and securing \$8 million of funding for the expansion of high-performing public charter schools in the midst of an \$8 billion state budget deficit. Before helping to found ConnCAN, Alex Johnston directed operations at the New Haven Housing Authority, working as a member of the management team tasked with turning the agency around from the brink of receivership. A graduate of Harvard University, Alex received a D. Phil. in politics from Oxford's Lincoln College on a Rhodes Scholarship, where he studied the impact of government funding on nonprofit service providers.

Larry Berger, Co-Founder & CEO, Wireless Generation



Larry Berger is CEO and co-founder of Wireless Generation, a company that helps PreK-12 educators to teach smarter through the sensitive and innovative application of technology in the classroom. The company has developed software for mobile devices that makes formative assessment instructionally useful to teachers, "next generation" curriculum customized throughout the school year to students' needs, and large-scale data systems that centralize student information and integrate knowledge and management tools to spur teacher collaborations. Berger was a Rhodes Scholar and a White House Fellow working on educational technology at NASA. He serves on the Carnegie-Institute for Advanced Study Joint Commission on Mathematics and Science Education, and on the Board of Trustees for the Carnegie Foundation for the Advancement of Teaching. He is a member of the Board of Overseers for the Annenberg Institute on School Reform at Brown University.

Thomas Kane, Deputy Director of Education for Data & Research, Gates Foundation



Thomas Kane is Deputy Director for Research and Data within the College Ready team at the Bill and Melinda Gates Foundation and Professor of Education and Economics at the Harvard Graduate School of Education. His work has had an impact on a range of education policies, including the design of school accountability systems, charter school laws, teacher recruitment and retention, financial aid for college, college admissions and community colleges. From 1991 through 2000, he was a faculty member at the Kennedy School of Government. From 1995 to 1996, Kane was serving as a senior economist within President Clinton's Council of Economic Advisers. Kane has also been a professor of public policy at UCLA and has held visiting fellowships at the Brookings Institution and the Hoover Institution at Stanford University.

Baron Rodriguez, Director, State Data Systems, Data Quality Campaign



Baron is the newest member of the Data Quality Campaign, hired in July as the Director of State Data Systems. Prior to working for the DQC, Baron worked for over 6 years at the Oregon Department of Education, most recently as the Chief Information Officer. His former employment includes project director for the integration of public safety data systems in Oregon, project director for Oregon's first all open source legislative bill tracking system, business analyst for the Oregon Secretary of State's Audit Division and as a data center supervisor in the U.S. Military. Baron has served as the technology advisory member for Quality Counts for 2008 and 2009 and has been on the Education Information Advisory Consortium's (EIMAC) Longitudinal Data Systems task force from 2007 – 2009. Baron holds a Master of Business Administration degree from George Fox University in Portland, Oregon and is a certified Project Management Professional (PMP) from the Project Management Institute.

Replicating and Scaling Effective School Models

(Moderator) Eliza Krigman, Reporter, National Journal



Eliza Krigman covers education for National Journal magazine and moderates NationalJournal.com's Education Expert Blog. The Washington Post named her blog as one of the best education blogs in 2010. She also writes for Under the Influence, a blog about the world of lobbying and advocacy inside the Beltway. Previous to National Journal, she followed money in politics at the Center for Responsive Politics where she wrote for Capital Eye. Other professional experience includes two years as a Research Assistant at the Brookings Institution and an internship as a Press Assistant at the U.S. Embassy in Buenos Aires, Argentina. She received her bachelor's degree from the University of Wisconsin at Madison. The Nation, the Examiner and the Brookings Institution, among other places, have published her work.

Richard Barth, CEO, KIPP Foundation



Richard Barth joined KIPP in December of 2005. As president and CEO of the KIPP Foundation, Barth has overseen the growth of the network from 45 to 82 schools, and has the network on track to its 5 year goal to double in size to 97 schools. During this time he has overseen the significant expansion of KIPP's leadership development programs, recruited new outside directors to the board, advocated for high performing charter schools on Capitol Hill, built a strong leadership team and secured over \$50 million in new, long-term funding commitments. He also serves as president of the KIPP Foundation board of directors. Barth came to KIPP from Edison Schools, where he served as President of District Partnerships and managed school partnerships serving over 40,000 students.

Prior to joining Edison, Barth was one of the founding staff members at Teach For America. He earned a BA in American History from Harvard University.

John King, Senior Deputy Commissioner for P-12 Education, NY State Education Department



Most recently, Dr. King served as a Managing Director with Uncommon Schools, a non-profit charter management organization that operates some of the highest performing urban public schools in New York and New Jersey. Prior to joining Uncommon Schools, Dr. King was a Co-Founder and Co-Director for Curriculum & Instruction of Roxbury Preparatory Charter School. Under his leadership, Roxbury Prep's students attained the highest state exam scores of any urban middle school in Massachusetts. Before co-founding Roxbury Prep, Dr. King taught high school history at City on a Hill Charter School in Boston and Saint John's School in San Juan, Puerto Rico. Dr. King earned a B.A. in Government from Harvard University, an M.A. in the Teaching of Social Studies from Teachers College, Columbia University, a J.D. from Yale Law School, and an Ed.D. in Educational Administrative Practice from Teachers College, Columbia University.

Adam Porsch, Program Officer, Bill & Melinda Gates Foundation US Program



Adam G. Porsch, Program Officer for the Bill & Melinda Gates Foundation US Program education initiative, leads grant making to charter schools and other school networks throughout the United States. Prior to joining the foundation, Porsch served as a consultant at New Leaders for New Schools in New York City. Earlier in his career, Porsch served four years as the Director for Performance Management for the District of Columbia Public Schools in Washington, DC. Porsch has also worked as a strategy consultant with McKinsey & Company, advising leading companies across a wide range of industries including K-12 education, and as a Management/Program Analyst at the U.S. Department of Education, National Center for Education Statistics. Porsch earned a J.D. from Yale Law School in New Haven, CT, and holds a Masters of Arts and Bachelor of Arts degree from Northwestern University in Evanston, IL.

Implementing the National College and Career Readiness Standards

(Moderator) Michele McNeil, Assistant Editor, Education Week



Michele McNeil, 34, is an assistant editor and federal policy reporter at Education Week, a national newspaper covering K-12 education issues based in Bethesda, Md. She covers the U.S. Department of Education, federal education policies, and school finance issues. She's also the creator of Politics K-12, a blog that tracks the intersection of education, policy, and politics. Before she joined Education Week in 2006, McNeil worked for 10 years at The Indianapolis Star as an education reporter and a Statehouse reporter. A graduate of Franklin College in Indiana, McNeil now resides in Baltimore and is working on her master's in public policy at the University of Maryland, Baltimore County.

David Coleman, Founder, Student Achievement Partners, LLC



Mr. Coleman's most recent initiative is Student Achievement Partners, LLC, an organization which assembles leading thinkers and researchers to design actions to substantially improve student achievement. In this process, rigorous policy analysis, research, and design are integrated to focus on the most significant outcomes for students. Student Achievement Partners serves foundations and school districts. Previously, Mr. Coleman founded the Grow Network - acquired by McGraw-Hill in 2005 - which has become the nation's leader in assessment reporting and customized instructional materials. Mr. Coleman was a lecturer at the University of London before going to work in the pro bono education area of McKinsey & Company. He is a Rhodes Scholar and a graduate of Yale University, Oxford University and Cambridge University.

Ann S. Coles, College Access Senior Fellow, ACCESS



For nearly 40 years, Ann Coles has played an instrumental role in improving college access and success for underserved populations. Currently she is a Senior Associate at the Institute for Higher Education Policy in Washington, DC, where she works with the Pathways to College Network, an alliance of national organizations of which she was a founder. She also serves as Senior Fellow at ACCESS, a non-profit organization that provides financial aid advising and scholarships to public school students in Boston, Massachusetts, where she resides. Previously, Coles was Senior Vice President of TERI (The Education Resources Institute) where she provided leadership for national and local college access programs, including GEAR UP, TRIO, and the Boston Higher Education Partnership. She

also managed programs for low-income students at a Massachusetts community college and held administrative positions with the Institute for Services to Education and the National Scholarship Service and Fund for Negro Students. Coles holds a doctorate from the Harvard Graduate School of Education.

Dr. Judith Rizzo, Executive Director & CEO, James B. Hunt Institute for Educational Leadership and Policy



Dr. Rizzo began her career as a junior high school teacher in the Boston Public Schools. During her sixteen year career in Boston, Dr. Rizzo's positions included consulting teacher, bilingual coordinator, and director of staff development. She also led the court-ordered desegregation programmatic effort including the coordination of cultural organizations, university support, and parent/community involvement. As a principal, Dr. Rizzo developed a model international school and served as principal of record for a trilingual elementary school on the campus of the University of Massachusetts. Dr. Rizzo also served as deputy chancellor for instruction for the New York City Public Schools. In 2002, she became the first executive director and CEO of the James B. Hunt, Jr. Institute

for Educational Leadership and Policy. Dr. Rizzo is responsible for growing the Hunt Institute into a national resource for political, business, and education leaders, supporting their development and implementation of effective education policies and programs.

Robin N. Steans, Executive Director, Advance Illinois



Ms. Steans is Executive Director of Advance Illinois, an independent statewide education policy and advocacy organization. Ms. Steans has spent the last fifteen years working on public school reform from several vantage points including the Small Schools Coalition, Leadership for Quality Education, as a teacher in public high schools in Boston, San Francisco and Chicago, as a local school council member, and as a board member of several non-profit and advocacy organizations including the Steans Family Foundation, Annenberg Institute for School Reform, National-Louis University, Chapin Hall Center for Children, North Lawndale College Preparatory Charter High School, and Legacy Charter School. Ms. Steans graduated from Brown University, received her Masters degree in Education from Stanford University, and her law degree from the University of Chicago. She is married and has three children, all of whom attend Chicago Public Schools.

Empowering Teachers Through Teacher Action Research

Jennifer Knight, Special Education Teacher, East Bay Agency for Children – Oakland Day Treatment Elementary School



Jennifer Knight has been a special education teacher for four years, and currently teaches fourth- and fifth-grade students with severe emotional disturbances in Oakland, California. She entered the teaching profession through the Oakland Teaching Fellows, a program that recruits recent college graduates to teach in high need placements. She earned her B.A. in Latin American Studies and Education from The Evergreen State College and her M.A. in Special Education from San Francisco State University. She resides in San Francisco, California, and plans to apply to doctoral programs in the fall.

Morgan Hall, Graduate Student, Yale School of Management and former NYC Public School Teacher



Morgan Hall is a student at the Yale School of Management (SOM) in the Class of 2010. Prior to attending SOM, she was a New York City public school teacher, New York City Teaching Fellow Selector and Field Visitor, and an adjunct professor at New York University's Steinhardt School. She is a graduate of Harvard College in government with a citation in French and earned her Masters degree in elementary education as a New York City Teaching Fellow at St. John's University. She will be a consultant for the Boston Consulting Group after graduation.

The Yale-Lynn Hall Teacher Action Research Prize

The Yale School of Management Education Club is pleased to announce the inaugural Yale-Lynn Hall Teacher Action Research Prize. Action research is a method of teacher professional development that empowers teachers to solve problems and improve their practice. The award aims to disseminate research on promising classroom methods to education leaders, to promote the power of action research to make teachers into proactive leaders, and to promote the professionalism of teacher-researchers as education policy decision makers. The prize is named in memory of Lynn Hall, who was a teacher action researcher throughout her teaching career in Ohio and Virginia, by her children, Cassandra Valdivia, Bryce Hall, and Morgan Hall SOM '10.

The prize will be awarded annually at the ELC. For more information: YaleTeacherActionResearchPrize@gmail.com

Congratulations to this year's winners:

1st prize:

Jennifer Knight

East Bay Agency for Children – Oakland Day Treatment Elementary School

Collaboration with academic advisors Pamela LePage and Alexis Filippini

Research entitled “Implementing a Critical Literacy Program in a Class of Students with Emotional Disturbance”

2nd place:

Aaron Orzech, Tom Kaczmarek, & Louis Smadbeck

Urban Assembly Academy of Government and Law, New York, NY

Research entitled “An Examination of the Use of a Symbolic Schema to Teach Students to Solve Problems Involving Rates”

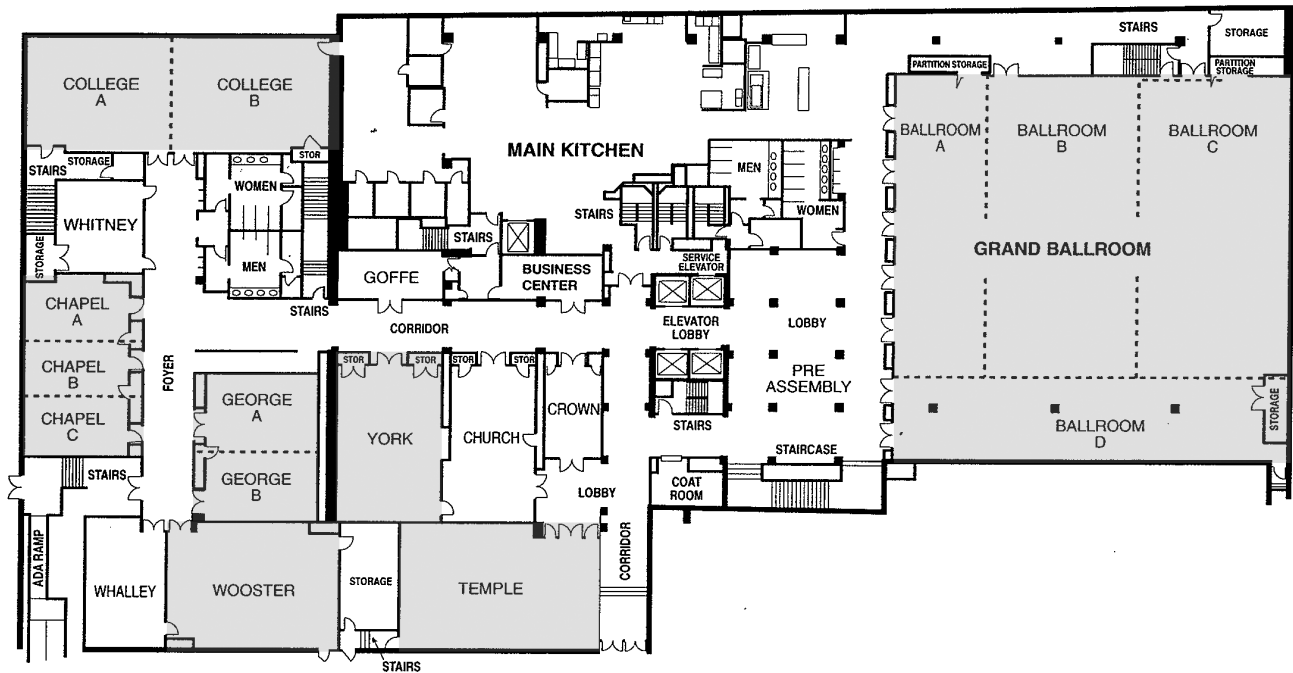
Entries were evaluated for 1) impact of the intervention, 2) replicability of research methodology, and 3) writing by three esteemed judges:

Mary Egan is a Partner and Managing Director at Boston Consulting Group. Mary is a member of BCG's Consumer practice area and an advisor to the firm's Center for Consumer Insight. Before BCG, she worked in public education for six years, including as an assistant to the deputy chancellor of the New York City public schools and as an independent education consultant for several nonprofit organizations.

Katya Levitan-Reiner is a Senior Coordinator in the Department of Research, Assessment, and Student Information for New Haven Public Schools. Prior to joining NHPS she served as a consultant with Deloitte Consulting's Human Capital practice and as a high school mathematics teacher in Oakland, CA. Katya is a 2008 graduate of the Yale School of Management.

Tony Sheldon is Lecturer in Economic Development & Executive Director of the Program on Social Enterprise at the Yale School of Management. In addition to his work at the Yale School of Management, Tony Sheldon is the founder and principal of Bering Consulting, which works with microfinance institutions in Africa, Asia, Latin America, and Eastern Europe, primarily in the areas of financial management and business planning. Tony is a 1984 graduate of the Yale School of Management.

Map of the Omni New Haven Hotel



About the Education Club

The Yale SOM Education Club's mission is to promote the interests of SOM students in the education sector. In addition to hosting the annual Education Leadership Conference, the Club provides opportunities for students to volunteer in local education organizations, supports the career searches of students in the education industry, and supports other events that address topics at the intersection of business and education.

To find out more about the Education Club, please visit: sites.som.yale.edu/education/

Conference Co-Chairs

Katherine Connolly

Co-Chair, Speaker & Panelists Committee

Katie is a second year student at the Yale School of Management. As an SOM "Silver Scholar," Katie entered business school following graduation from college and completed a year-long internship after her first year. During the summer of 2008, Katie completed an internship working for the Chief Operating Officer of Hartford Public Schools. Last year, she worked in strategy consulting for PricewaterhouseCoopers, focusing on the Entertainment, Media and Communications sector. Katie graduated from Yale College with a B.A. in History and French.

Michaela Daniel

Recruiting and Alumni

Michaela is a second year MBA student at the Yale School of Management and a 2003 graduate of Harvard University. Before coming to SOM, Michaela lived in New York City, first teaching middle school English in the Bronx and, most recently, working as the Director of High School Placement and Programming for Breakthrough New York, a summer and afterschool academic program serving students from across New York City. Last summer, as an intern at the Domestic Policy Council, Michaela had the incredibly good fortune of working with the White House's education policy team. After graduation, Michaela hopes to continue her work in the education world in New York.

Cara Eng*Academic & Social Chair, Club*

Cara is a second year MBA student at the Yale School of Management. Prior to SOM, she taught for three years in Camden, NJ as a Teach For America corps member. During the summer, she worked as a strategy intern focusing on teacher and student recruitment at KIPP DC. Cara Eng graduated from Rice University with a major in psychology. In her free time, she loves to play word games and go on road trips.

Chris Kang*Co-Chair, Speaker & Panelists Committee*

Chris Kang is a second year student at the Yale School of Management. As an Education Pioneer Fellow, he spent this past summer working on the Human Assets team at Teach For America analyzing and recommending pre-screening selection factors for staff members. Prior to Yale, Chris spent five years teaching middle school math for public and charter schools in New York City and New Jersey. Chris holds a B.S. from the University of Michigan and an M.S. from the Bank Street College of Education.

Brett Leghorn*Chair, Marketing & Communications Committee*

Brett is a second year MBA student at the Yale School of Management. Prior to business school, Brett spent a year teaching English as a Second Language in Nicaragua, and three years as Development Director of St. Joseph Elementary School in Bronx, NY. As part of an internship last summer, he worked in the Strategic Marketing & Communications division of Aetna Inc. A graduate of Princeton University with a Bachelors in Religion and a certificate in Spanish, Brett enjoys playing basketball and the jazz trombone.

Chris Lewis*Chair, Budget & Logistics Committee*

Chris is a second year MBA student at the Yale School of Management. Before coming to Yale SOM, Chris taught 8th grade math in Washington, DC as a Teach For America corps member, and then worked on the Technology and Program Management teams at College Summit. As an Education Pioneers Fellow this past summer, Chris designed and implemented a new procurement process for the Office of Special Education at DC Public Schools. A graduate of Haverford College with a B.A. in Mathematics, Chris is an avid singer and soccer player.

Planning Committees**Budget & Logistics Committee**

Chris Lewis '10, committee chair
Cara Eng '10
Meredith King '11
Kenli Okada '11

Marketing & Communications Committee

Brett Leghorn '10, committee chair
Amy Burghardt '10 (Website Manager)
Morgan Hall '10
Kim Kicenuik '11
Chris Lewis '10
Kenli Okada '11
Julie Swerdlow '11

Speaker & Panelists Committee

Katherine Connelly '10, committee chair
Chris Kang '10, committee chair
Tim Cleary '11
Michaela Daniel '10
Lydia Gensheimer '11
Morgan Hall '10
Greg Rawson '11
Francisco Sibal '11
Julie Swerdlow '11
Caroline Van Zile '12 Yale Law School

Advisory Board

Sandy Blazer

Chief Academic Officer, Green Dot Public Schools

Garth Harries

Assistant Superintendent, New Haven Public Schools

Paul Holzer, SOM '09

Director of Education Programs, Achieve Hartford

Nancy Hsiung, SOM '09

Senior Budget Analyst, DC Public Schools

Alex Johnston

Chief Executive Officer, ConnCAN

Eli Kennedy

Director, The Broad Foundation

Jennifer Niles, SOM '98

Founder and Head of School, E.L. Haynes Public Charter School

Edna Novak, SOM '08

Executive Director, Connecticut, Teach for America

Ken Paul

Director of Development, Achievement First

Sabrina Silver, SOM '09

Director of School Operations, Achievement First Crown Heights High School

Tori Truscheit

Research and Policy Manager, ConnCAN

Additional Thanks

Kristen Beyers, Ryan Cozzubbo, Betsy Dailinger, Adrienne Gallagher, Mary Ann Green, Maia Heyck-Merlin, Stephanie Kostas, Liz Oliver, Sharon Oster, Ariela Rozman, Sherilyn Scully, Tony Sheldon, Nathan Stoner, Dacia Toll, Rebecca Udler, Jonathan Weisberg, Tabitha Wilde, Ellen Winn, and the Project for Law and Education at Yale (PLEY), especially Chris Hines, Michael Love, Matt Matera, Chris Suarez, and Caroline van Zile.

Special thanks go to Alex Johnston and Ken Paul for their invaluable advice and guidance with respect to both club and conference.

Lastly, the Education Club would like to thank Will Heins and Blake Drexler for their generous support of the Education Leadership Conference.

Notes

We create opportunities,
spread hope, and inspire
dreams.



Nertalle Clermont
Charter Oak Scholar

The Charter Oak Challenge
Foundation is proud to sponsor The
Yale School of Management
Education Leadership Conference.
Together, we can end educational
inequity in greater Bridgeport and
nationwide.

Charter Oak Challenge Foundation



11 Ridge Square, Westport CT 06880 | 203.226.2307 | www.charteroakfoundation.org

Uncommon Schools
is honored to host this year's
Post-Conference Reception.

Continue the conversations you started today, connect with others committed to the important work of education reform, and celebrate the contributions of this year's Conference.

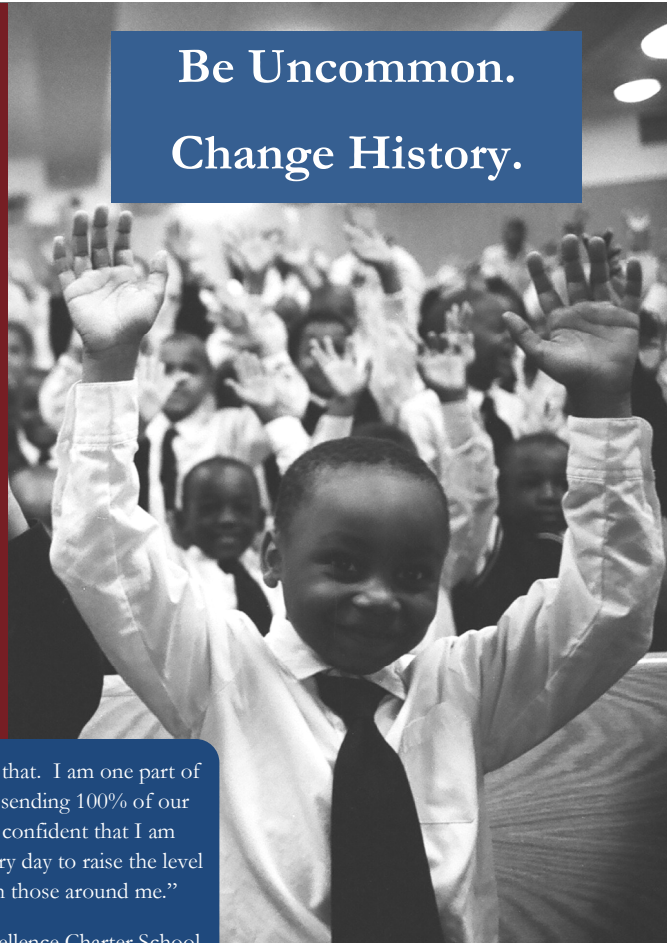
Drinks and hors d'oeuvres will be served. We look forward to seeing you there.

Questions? Contact Kate Goldenheim at 617.512.0324 or cgoldenheim@uncommonschoools.org.

"I am not working as just a classroom teacher; My job is bigger than that. I am one part of a dynamic team that is furiously working towards a common goal of sending 100% of our scholars to college. I am not just hopeful that this will happen; I am confident that I am teaching the leaders of tomorrow. I feel challenged and inspired every day to raise the level of my instruction, to be more creative, and to share my passions with those around me."

-Jocelyn Goodwin, 2nd Grade Lead Teacher, Excellence Charter School.

**Be Uncommon.
Change History.**



Yale School of Management
Education Leadership Conference

**Post-Conference
Reception**

Today, Friday, March 26th
5:30pm to 7:00pm
Omni Hotel, 19th Floor

Uncommon Schools

EXCELLENCE > NORTH ★ STAR < COLLEGIATE > TRUE NORTH < PREPARATORY