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Overview

Welcome to the 6th Annual Yale SOM Education Leadership Conference. More than 650 leaders from across education will join us as we consider current issues in education. Although few of the questions we ask today are new, we have designed this year's conference, "Vision 2032: Shaping the Future of Education," to reframe traditional debates and provoke new perspectives.

Since this conference began, education reform has become a field in itself, and many conversations have become focused on short-term actions. Against this landscape, we want to focus on the long-term vision for education that pulled many of us into the field. The past six years have brought so many new ideas, proven innovations and structural innovations to education, but we have not gotten everything right yet. With "Vision 2032," we want to look more than a generation ahead and remind ourselves of the common goal.

This year includes more time for networking and several interactive events—such as the Unconference—the Design Studio and the Education and Entrepreneurship conversation—where the focus is on talking with each other and building something together. Our panels address different perspectives on education, examining how systems, communities, innovation, leadership, teachers and policy all come together. Key ideas from the conference can be informally discussed on Twitter and we encourage you to follow @YaleELC.

As organizers and as students, we believe our strongest contribution to education will be the questions we ask so we leave you with our most important question for the conference: What will be different tomorrow?

Conference Agenda

Thursday	
4:30p.m.	Registration Opens <i>Lobby and Grand Ballroom, Omni Hotel</i>
5:00-7:00 p.m.	Unconference <i>Omni Hotel</i> Appetizers served.
7:00 – 9:00 p.m.	Opening Panel and Reception <i>Grand Ballroom, Omni Hotel</i> Connecticut: At the Tipping Point? Appetizers, coffee and dessert served. Cash bar available.
Friday	
8:00 a.m.	Registration and Breakfast Remember to take your mugs <i>Lobby and Grand Ballroom, Omni Hotel</i>
8:45 – 9:00 a.m.	Walk to Shubert Directions in registration packet.
9:00-10:30 a.m.	Opening Keynote: <i>Shubert Theater, located a five-minute walk away (follow signs)</i> The ‘State’ of Education, Now to 2032
10:30-11:00 a.m.	Walk back to Omni & Coffee <i>Omni Hotel</i>
11:00a.m.-12:15 p.m.	Panel Session I <i>Omni Hotel</i> Fueling the Teacher Talent Pipeline <i>(Temple Room)</i> Scaling Good Ideas into Successful Districts <i>(College Room)</i> Implementing the Common Core Standards <i>(George Room)</i> Mobilizing Communities in Support of Student Outcomes <i>(Chapel Room)</i> How Does Technology Change Outcomes for Students? <i>(Wooster Room)</i> Design Studio Morning Workshop <i>(York Room)</i>
12:15 – 1:30 p.m.	Lunch & Networking Visit the ELC Expo <i>Grand Ballroom, Omni Hotel</i> Pick up your lunches in the hallways and eat in the Grand Ballroom.
1:30 -2:45 p.m.	Panel Session II <i>Omni Hotel</i> Getting to 2032: Collaboration among Districts, Unions and Charters <i>(Temple Room)</i> Educators + Entrepreneurs: Connecting the Dots <i>(College Room)</i> When Should Schooling Start? <i>(George Room)</i> The Next Generation of Talent in Education <i>(Chapel Room)</i> Doing Better with Less <i>(Wooster Room)</i>
2:45-3:15 p.m.	Snack Check out the Design Studio <i>Grand Ballroom, Omni Hotel</i>
3:15-4:30 p.m.	Panel Session III <i>Omni Hotel</i> Innovation vs. Evidence: The Role of R&D in Education <i>(Temple Room)</i> The Future of Choice <i>(College Room)</i> Making School Relevant <i>(George Room)</i> From the Classroom to the Neighborhood: Talking about Race in Schools <i>(Chapel Room)</i> K-12 and Beyond: Ensuring College-Ready Students and Families <i>(Wooster Room)</i> Design Studio Afternoon Workshop <i>(York Room)</i>
4:30-6:00 p.m.	Reception <i>Grand Ballroom, Omni Hotel</i>

Throughout the Day:

Coffee & wireless internet are available in the Grand Ballroom.

The ELC Expo runs from 10:30 a.m. to 3:15 p.m.

Design Studio runs from 11 a.m. to 4:30 p.m.
(Stop by to watch innovation in action.)

Map of the Omni Hotel



- 1. Chapel Room**
Mobilizing Communities in Support of Student Outcomes
The Next Generation of Talent in Education
From the Classroom to the Neighborhood: Talking about Race in Schools
- 2. College Room**
Scaling Good Ideas into Successful Districts
Educators + Entrepreneurs: Connecting the Dots
The Future of Choice
- 3. Coat Check**
- 4. ELC Coffee House**
Coffee, wireless internet & networking space
- 5. Design Studio**
- 6. ELC Expo**
10:30 a.m. – 3:15 p.m.
- 7. George Room**
Implementing the Common Core Standards
When Should Schooling Start?
Making School Relevant
- 8. Registration**
- 9. Temple Room**
Fueling the Teacher Talent Pipeline
Getting to 2032: Collaboration among Districts, Unions and Charters
Innovation vs. Evidence: The Role of R&D in Education
- 10. Wooster Room**
How Does Technology Change Outcomes for Students?
Doing Better with Less
K-12 and Beyond: Ensuring College-Ready Students and Families

Unconference *College Room*

A loosely facilitated, participant-driven meeting designed to share ideas and expertise spontaneously amongst peers. It is organized, structured and led by those attending. There is no agenda – until you make one up!

The Yale SOM Education Club and Larry Berger, CEO of Wireless Generation, invite you to participate in an unconference focused around the wide-open theme: “*the future of education.*” The exact process of how an unconference happens isn’t important to understand before you arrive – it will become clear as it unfolds. Just come expecting the opportunity for peer-to-peer learning, collaboration and creativity. The most important part to know is that those in attendance will have the opportunity to put topics on the agenda. No session will be vetoed. If there is something you would like to learn more about, to instruct others on, or to engage in conversation regarding then it will be on the agenda.

BEFORE THE UNCONFERENCE:

You will have an opportunity to log in to website to view a range of topics that people are interested in. Just remember: Although you can see and add to suggested session topics the actual agenda will not be made until the start of the unconference. You don’t need to think of a session in advance. If an idea strikes you the day of the event, call a session!

AT THE UNCONFERENCE:

If you have called a session on a given topic there are several (suggested) formats for you to lead the group that joins you.

- You can give a presentation on your topic that invites interaction and discussion.
- You can lead a group discussion by identifying a topic and letting others join in the conversation.
- You can pose a question that you would like the answer to, and let the others in the session help you answer it.
- You can show off a cool project or demo that you are working on that can springboard conversation within the group.
- You can teach your group a skill that is pertinent to the theme of the unconference.

You can also choose to join rather than lead a session that interests you.

GENERAL ADVICE:

- *Relax and be flexible.* The unconference is intended for you to spend time with and learn from other attendees about a topic that you are all passionate about. It is meant to be fun and informative, not structured and stressful!
- *Do what you want:* Go to the sessions that interest you. If you find yourself in a session that you are not interested in and can’t contribute in any way to the conversation then get up and move on to another group.

Connecticut: At the Tipping Point? *Grand Ballroom*

Hear from those in the midst about the exciting education reform happening in the state of Connecticut, the state with the worst achievement gaps in the nation. Panelists include players from the local, district and state level sharing their plans for reform in Connecticut, We will look at the financial, operational and other challenges facing them as they move towards a bold vision of a improved education for all children in the state.

Opening Remarks



Dannel P. Malloy
Governor, State of Connecticut
After overcoming learning and physical disabilities, Dannel Malloy earned undergraduate and law degrees from Boston College. He became a prosecutor in Brooklyn, New York, and served on the Stamford, Connecticut boards of finance and education before running for mayor in 1995. As Stamford’s longest serving mayor, Malloy brought 5,000 new jobs to the city, reduced the crime rate by 60 percent and implemented the first city-wide pre-Kindergarten program. Malloy was elected the 88th governor of Connecticut on November 2, 2010.



Richard Sugarman
Founding President, The Connecticut Forum
Richard Sugarman founded The Connecticut Forum, an award-winning non-profit organization that brings nationally known panelists to Hartford. The audience averages 2600 people and the programs often receive regional and national visibility. The Forum has also developed extensive outreach programming including The CT Youth Forum. For 20 years, Sugarman worked in financial services as a senior executive at Salomon Smith Barney and Advest. Sugarman has a bachelor’s degree from the University of Miami and a master’s from the University of Maryland.



Mary Loftus Levine
Executive Director, Connecticut Education Association
Mary Loftus Levine has worked for CEA since July of 1986, working as a UniServ representative, political coordinator, and policy director. She has been instrumental in developing and lobbying to fruition a teacher mentor program, and represents CEA on numerous statewide committees, including RTTT, certification, and CEA’s reform initiative called CommPACT Schools. In August 2011, Loftus Levine became the first woman executive director of CEA. Loftus Levine is a former teacher and past president of the Massachusetts Teachers’ Association.



Patrick Riccards
CEO, ConnCAN
Patrick Riccards came to ConnCAN with more than 20 years of award-winning communications and political strategy experience. Riccards has been integral in building public support for issue-based organizations such as the National Reading Panel, to New Leaders for New Schools, to the National Governors Association, to the American Federation of Teachers. He has served as executive director of the Pennsylvania STEM Initiative and as chairman of the Falls Church, Virginia school board. Riccards writes the blog Eduflack.



Paul Vallas
Superintendent, Bridgeport Public Schools
Paul Vallas is known across the education sector for his leadership and expertise in reforming and rebuilding school districts. He recently completed his tenure as superintendent of the Recovery School District of Louisiana. During this reconstruction period, he has raised student test scores for three straight years. Vallas has consulted with Haiti and Chile to revamp their education systems. He has lead the school districts of Philadelphia and Chicago, where he raised test scores between 14% and 20%.

The ‘State’ of Education, Now to 2032 *Shubert Theatre*

It is no secret that in the national education reform movement, state departments of education have rarely taken the lead in effecting transformational change. Departments have typically focused on regulation and compliance. Yet a few notable examples — Rhode Island, New York, Tennessee, and now Connecticut — suggest that a state department can play a more assertive role in driving performance. This unprecedented panel of four chief state school officers will candidly address questions including: How can state departments best engage with the federal government? How do they work with city governments, districts, charter schools, unions, non-profit organizations and others to both set the agenda and build common ground? What should state departments look like in 2032?



Moderator
Stefan Pryor
Commissioner, Connecticut Department of Education
Stefan Pryor was named the Connecticut commissioner of education on September 7, 2011. He previously served as deputy mayor for economic development for Newark, New Jersey and as president of the Lower Manhattan Development Corporation, which was created in the aftermath of September 11, 2001, to plan and help coordinate the rebuilding and economic revitalization of Lower Manhattan. From 1998-2001, Pryor served as the vice president for education at the Partnership for New York City, where he led the organization’s public education efforts. The child of two public school teachers, Pryor received his bachelor’s and law degrees from Yale, where he completed the teacher preparation program.



Deborah A. Gist
Rhode Island Commissioner of Elementary and Secondary Education, State of Rhode Island
Since becoming R.I. Commissioner of Elementary and Secondary Education, Deborah A. Gist has focused her efforts on ensuring that Rhode Island has excellent teachers in every classroom and excellent leaders in every school. She has raised the bar for entry into teacher-preparation programs, ended seniority-based hiring and placement, and implemented annual evaluations based in part on student growth. Under Commissioner Gist’s leadership, the Rhode Island has won a \$75-million Race to the Top grant and a \$50-million Race to the Top Early Learning Challenge grant. In 2011, for the first time, Rhode Island students scored at or above the national average in mathematics and reading.



Kevin Huffman
Commissioner, Tennessee Department of Education
Kevin Huffman was sworn in as Tennessee’s state commissioner of education in April 2011. Huffman began his education career as a bilingual elementary school teacher in Houston. As a lawyer, he represented school districts, state departments of education and universities, working on policy and litigation matters including challenges to state finance systems, desegregation litigation and special education hearings and trials. Huffman served on the senior management of Teach For America for more than a decade. He graduated from SwarthmoreCollege and earned a law degree from New York University. Huffman has served on the advisory boards of KIPP-Denver, Explore Schools Inc., College Summit, and the National Science Resources Center.



John B. King, Jr.
Commissioner of Education, State of New York
As commissioner of education since May 2011, John King serves as chief executive officer of the State Education Department and as president of the University of the State of New York. He previously served as senior deputy commissioner for P-12 Education at the New York State Education Department and a managing director with Un-common Schools. King co-founded Roxbury Preparatory Charter School, which attained the highest state exam scores of any urban middle school in Massachusetts. A high school history teacher, King earned a bachelor’s from Harvard, a law degree from Yale and a master’s and doctorate from Teachers College at Columbia. He was appointed to the U.S. Department of Education’s Equity and Excellence Commission.


“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.



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ELC Expo *Grand Ballroom*

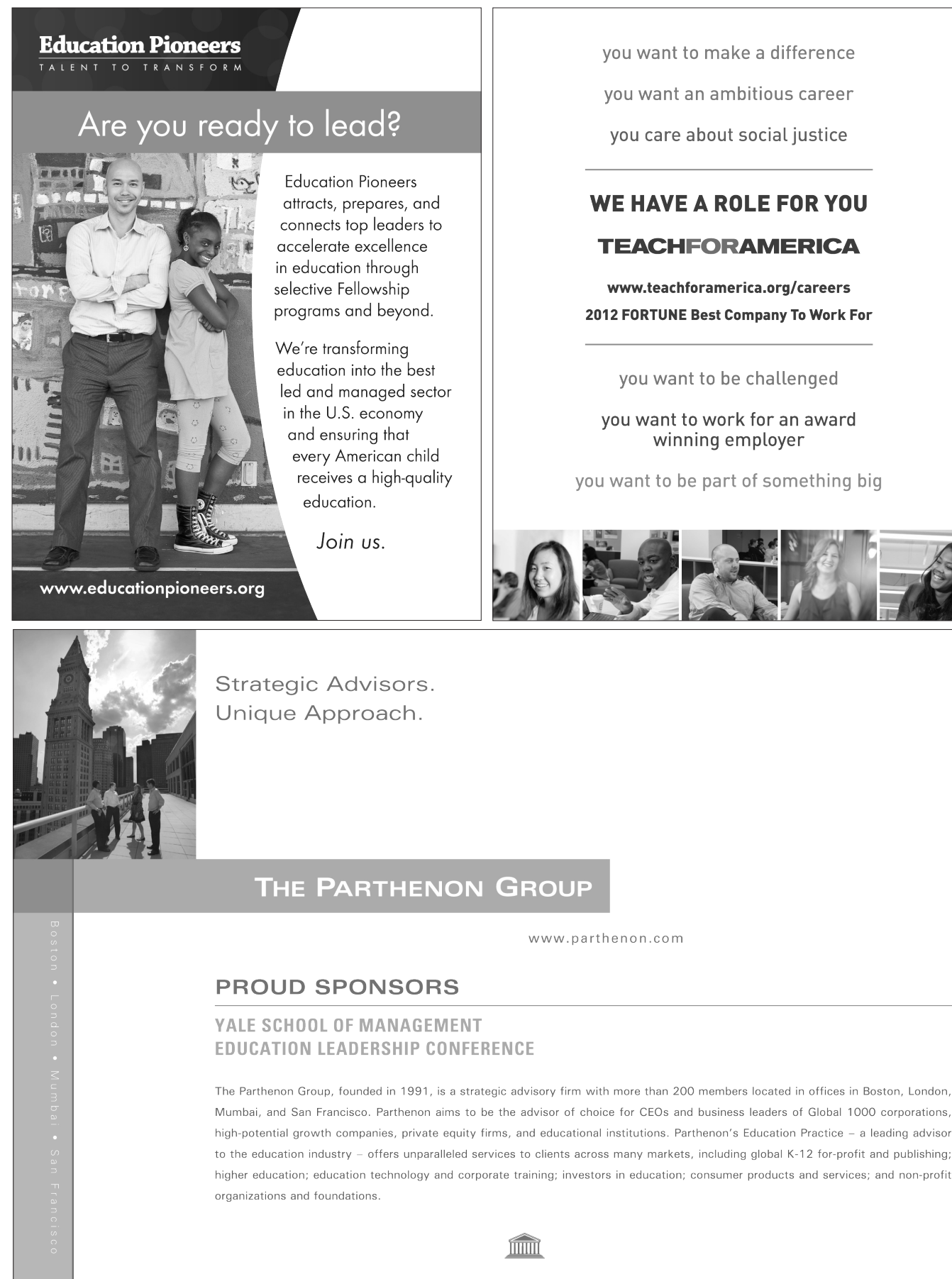
Open 10:30 a.m. to 3:15 p.m.

If you are interested in networking or employment opportunities, make sure to visit the EXPO, where close to 40 organizations are exhibiting their work in education. This is an excellent opportunity to talk to representatives from school districts, charter schools and nonprofits on the cutting-edge of school-level work, education technology, human capital and wraparound services.

Participating Organizations:

"I Have A Dream" Foundation
 4th Sector Solutions
 Achieve Hartford!
 Achievement First
 Blackstone Valley Prep
 Boston Collegiate Charter School
 Building Excellent Schools
 Citizen Schools
 ConnCAN
 Coop Center for Creativity
 Democracy Prep Public Schools
 East Harlem Tutorial Program (EHTP)
 Education Pioneers
 Explore Schools
 Flex Public Schools and K12
 Hartford Public Schools
 Inclusion Teaming
 Kickboard

KIPP Foundation
mycirQle
Nellie Mae Education Foundation
New Haven Public Schools
Office of New Schools @ NYC DOE
Scholar Academies
Teach for All
Teach for America
Teach Plus
Tennessee Department of Education
The Achievement Network
TNTP
Uncommon Schools
Unlocking Potential
Veritas Prep Charter School
Webster Bank
Wireless Generation
Yale SOM Admissions



Fueling the Teacher Talent Pipeline

Temple Room

To move towards a fully reformed education system, we need to give every student access to excellent teachers—but how? How do we recruit, retain, develop and grow great teachers? How do we provide opportunities for teachers to grow other than by becoming administrators? When teachers are excellent, how can we magnify their impact so they reach more students? How have different teacher training programs, both traditional and non-traditional, sought to ensure success for their teachers, and how do they measure that success? What policies need to change to fuel an excellent teacher pipeline?



Bryan Hassel
Co-Director, Public Impact

A recognized expert on charter schools, school turnarounds, education entrepreneurship, and teacher and leader policy, Bryan C. Hassel consults nationally with leading public agencies, nonprofit organizations, and foundations working for dramatic improvements in K–12 education. Hassel’s recent publications include *Seizing Opportunity at the Top: How the U.S. Can Reach Every Child with an Effective Teacher*. A Rhodes Scholar, Hassel earned his bachelor’s from the University of North Carolina at Chapel Hill, his master’s from Oxford University and his doctorate from Harvard. He is a senior research affiliate with the Center on Reinventing Public Education, and a nonresident senior fellow with Education Sector.



Norman Atkins
Co-Founder and President, Relay Graduate School of Education

Since Norman Atkins started the Relay Graduate School of Education (formerly Teacher U) in 2008, the school has trained more than 600 charter and district public school teachers in New York City. Atkins is founder, Board chair and former CEO of Uncommon Schools, a nonprofit charter management organization recognized for operating high performing urban schools. He founded North Star Academy Charter School in Newark and served as co-executive director of the Robin Hood Foundation. A former journalist, he earned a bachelor’s from Brown and a master’s from Columbia University.



Garrett Bucks
Chief Marketing and Communications Officer, Teach For America

Garrett Bucks helps Teach For America communicate its goals and its aspirations for the students and communities it reaches. He began his career as a TFA corps member in New Mexico, completed a Fulbright Fellowship in Stockholm and taught at the Heartland Alliance in Chicago, developing an innovative vocational training program for refugees and setting records for student growth in English proficiency. Bucks became the founding executive director of TFA Milwaukee, where he nearly doubled the region’s planned corps size and set a precedent for alumni engagement. Bucks serves on several state boards and city-wide organizations.



Lily Eskelsen
Vice President, National Education Association

Lily Eskelsen is an elementary school teacher from Utah. Esklesen began her career in education as a lunch worker in a school cafeteria before becoming a Kindergarten aide and then a teacher. After nine years as a teacher, Esklesen was named Utah Teacher of the Year, using that title as a platform to speak out against the dismal funding of Utah schools. A year later she was elected president of the Utah Education Association. Her blog, Lily’s Blackboard, covers education issues and she serves on the advisory board for Parenting magazine’s Mom Congress. She earned bachelor’s and master’s degrees from the University of Utah.



David Weiner
Deputy Chancellor for Talent, Labor, and Innovation, New York City Department of Education

David A. Weiner oversees all policies and programs concerning teacher effectiveness and recruitment, innovation in the classroom, labor relations and human resources for the New York City Department of Education. Starting his career as an elementary school teacher, Weiner served as a school principal in Brooklyn as chief academic officer and associate superintendent of academics for the School District of Philadelphia. He has a bachelor’s from Trinity College, master’s degrees from the Harvard Graduate School of Education and Teachers College at Columbia University.

Scaling Good Ideas into Successful Districts

College Room

These days, the education sector is full of great innovative school models and ideas. How do we take these ideas and scale them into district-wide solutions?



Seth Reynolds
Partner, The Parthenon Group
Seth Reynolds is a leader in The Parthenon Group’s education practice. His education experience spans for-profit and public sectors across K-12, post-secondary, and corporate training. He advises clients—including school districts in Houston, Memphis, New York City and Austin—on issues related to strategy development, operational improvement, performance management, investment due diligence, and new venture creation. Prior to joining Parthenon, Reynolds was a Teach For America corps member, worked at SchoolNet, and helped found Excel Academy, a charter middle school in Boston. Reynolds holds a bachelor’s from Amherst College, an M.B.A. from MIT Sloan School of Management and a master’s of public administration from the Kennedy School at Harvard.



Bill Horwath
Assistant Superintendent, Houston Independent School District
Bill Horwath oversees performance appraisal, performance management and compensation systems for the Houston Independent School District’s 30,000 employees. He has worked for Boston Public Schools and completed a Broad Residency in Urban Education. Previously, he worked as an English teacher and as a senior consultant at Deloitte Consulting. Horwath has a bachelor’s from Duke and an M.B.A. and master’s of public policy from the University of Chicago.



Alex Shub
Executive Director of the Office of New Schools, NYC Department of Education
Alex Shub’s work in the division of portfolio planning centers on developing and implementing a variety of school improvement strategies, focusing primarily on opening new schools to replace low-performing schools the NYC-DOE is phasing out. Shub started his career with the NYCDOE as a teacher and started Essex Street Academy, rated among the city’s top high schools. A graduate of Brown University, Shub oversaw the opening of 26 new district schools in 2011 and is currently developing 30 additional schools to open this coming September.



Dacia Toll
Founder and Co-CEO, Achievement First
Dacia Toll is the founder and co-CEO of Achievement First, a non-profit organization which currently operates 20 public charter schools in Connecticut and New York. For six years, Toll led Amistad Academy, which was named the Connecticut 2006 Distinguished School of the Year. Prior to Amistad, Toll worked briefly as a teacher and management consultant. A Rhodes scholar, Toll earned a bachelor’s degree from the University of North Carolina, a master’s from Oxford and a law degree from Yale. She is one of the founders and board members of the Relay Graduate School of Education, an independent, degree-granting teacher preparation program developed as a partnership between AF, KIPP, and Uncommon Schools.

Implementing the Common Core Standards George Room

How do we ensure that the common core standards work for schools and districts to best serve students? Will this become a floor or ceiling and how do we incentivize programs to move beyond the core and resist pressure to focus only on math and ELA? What do the standards look like for Common Core? What and how do we assess? Assessments will have to fundamentally change in the next 20 years -how do we make that happen? If we are successful in implementing these standards, what does it look like in school?



Moderator
Kathleen Porter-Magee
Senior Director of the High Quality Standards Program, Thomas B. Fordham Institute
Kathleen Porter-Magee leads the Thomas B. Fordham Institute’s work on state, national, and international standards evaluation and analysis. Previously, worked for Achievement First, where she oversaw the development of AF’s nationally-recognized system of interim assessments and managed professional development for the more than 500 teachers. After beginning as a classroom teacher, Porter-Magee held positions at the 115 Archdiocese of Washington, D.C. Catholic Schools and at Stanford University’s Hoover Institution and the Progressive Policy Institute. She holds a bachelor’s from the College of the Holy Cross and a master’s from George Washington University.



Emily Barton
Assistant Commissioner of Curriculum and Instruction, Tennessee Department of Education
Emily Barton is guiding Tennessee’s adoption of Common Core State Standards. In 2011, Tennessee began rolling out a multiple measure educator evaluation system. Barton supports school districts in the implementation to ensure teacher quality through concrete measures of student achievement. Immediately prior to this position, Barton was Chief of Staff for the Tennessee Department of Education where she worked to incorporate promising practices to increase student achievement and support department effectiveness. A former teacher in rural Louisiana, Barton also managed aspects of Teach For America’s expansion in Washington D.C. and Connecticut.



John Maycock
Founder and Chief Growth Officer, Achievement Network
Since founding the Achievement Network in 2005, John Maycock has led the organization to partner with more than 250 schools to increase student achievement for over 70,000 students. Maycock has worked directly with hundreds of school leaders, leading on-going coaching and professional development to build staff capacity to implement data-driven instructional practices to improve school management and increase teacher effectiveness. A former teacher and tutor, Maycock worked for Edtec Inc., a company that offers business, development and educational services to charter schools in California. He graduated from Middlebury College and holds a master’s in education from the Harvard Graduate School of Education.



Margery Mayer
President, Scholastic Education
Under Margery Mayer’s leadership, Scholastic developed READ 180®, the reading intervention program for grades four and above now used by more than one million students. Margery has also overseen the recent development of System 44™, Expert 21™, and Expert Space™. Scholastic Education offers services to school districts including implementation support, professional development, data analysis and capacity building. Margery was recognized by Fast Company for her work in addressing adolescent literacy and was named one of Pink Magazine’s “Top 15 Women in Business: The Innovators.”



Sandra Alberti
Director of Partnership Initiatives and Professional Development, Student Achievement Partners
Sandra Alberti joined Student Achievement Partners to develop the Common Core state standards after having served the New Jersey Department of Education as director of academic standards and director of math and science education. She was directly involved in state standards, assessment, and professional development policy and implementation strategies. Prior to working at the state level, Alberti held several distinct & school level positions. She has an undergraduate degree from Rutgers University and master’s and doctorate degrees in educational leadership from Rowan University.

Mobilizing Communities in Support of Student Outcomes Chapel Room

In addition to the school, a number of other organizations have a stake in ensuring quality education for students, such as parent groups, community advocacy organizations. What are the best practices of how these organizations can support schools? What do these organizations need in order to be successful? What do schools need from these organizations?



Moderator
Suzanne Tacheny Kubach
Executive Director, Policy Innovators in Education Network
As a founder of a state advocacy organization and a former state policy maker, Suzanne Tacheny Kubach brings experience on both sides of the public policy dais. She served as a member of California’s State Board of Education, leading work on its accountability programs, and led a statewide coalition of California businesses to improve standards in California public schools. A passionate advocate for parents and their involvement in schools, Tacheny Kubach has worked in both districts and advocacy organizations. She holds a doctorate in education policy, planning and administration from the University of Southern California.



Seth Andrew
Superintendent, Democracy Prep
Seth Andrew founded and serves as superintendent of Democracy Prep Public Schools, a network of no-excuses schools in Harlem educating students in grades K-12 to become responsible citizen-scholars prepared for success in the college of their choice and a life of active citizenship. Democracy Prep is a “Straight A” school and was ranked the #1 middle school in NYC in 2010, consistently performing in the upper echelon of public schools across the city. Andrew earned his bachelor’s from Brown University and master’s from the Harvard Graduate School of Education where he now teaches leadership. He began his career as a special education teacher.



Dan Clark
Community Organizer, Democracy Builders
Affectionately known as “The Charter Dad,” Dan Clark has been active in the public charter movement for nearly six years. While a student at Democracy Prep Public Schools, Clark’s son transformed from a child with poor grades into to a Junior Fulbright-winning honors student. Inspired by this success, Clark began mobilizing public charter school parents across the city in support of high quality school choice. He also serves on Community Board 10, representing Central Harlem.



Marie C. Paredes
Sr. Program Associate, WestEd
Marie C. Paredes’ experience teaching college students, middle school students, and adults in basic education and English as a second language during the first 12 years of her career fueled her lifelong passion — family engagement in education. At WestEd, Paredes oversees the Comprehensive School Assistance Program, creating family engagement systems. She also has experience working for the Creighton Elementary School District in Arizona.



Ellen Winn
Executive Vice President, 50CAN
Ellen Winn is overseeing the growth of 50CAN: The 50-State Campaign for Achievement Now, a non-profit advocacy organization that identifies and supports next-generation, local leaders who build citizen movements in their states to ensure that every child has access to a great public school. Formerly director of the Education Equality Project, Winn has worked in the New York City Department of Education. She serves on the Board of the Rhode Island Mayoral Academies and on the Advisory Boards of Education Pioneers NYC Metro Area and Educators 4 Excellence. She holds a bachelor’s from Haverford College and a master’s from the University of California, Berkeley.

How Does Technology Change Outcomes for Students?

Wooster Room

How do schools implement and use technology in ways that are successful for students? How will we measure that? What should we be studying and funding to ensure that our students are receiving a 21st century education? How do we learn from teachers to know what works best in the classroom? How do we support teachers to be effective in their use of technology?



Moderator
Annie Murphy Paul
Author, Journalist, Consultant, Speaker
Annie Murphy Paul is a book author, magazine journalist, consultant and speaker who helps people understand how we learn and how we can do it better. She writes a weekly column about learning for Time.com, and blogs at Forbes.com and MindShift.com. She is the author of The Cult of Personality, a cultural history and scientific critique of personality tests described as “a fascinating new book” by Malcolm Gladwell, and of Origins, a book about the science of prenatal influences that was hailed as “a terrific and important new book” by Nicholas Kristof. She is now at work on How to Be Brilliant: The New Science of Smart, to be published by Crown in 2013.



Scott Benson
Program Officer, U.S. Program College Ready Education, Bill and Melinda Gates Foundation
As a program officer in the Gates Foundation’s Next Generation Models team, Benson makes investments to accelerate the development and adoption of innovative learning models that can effectively personalize education for all students at scale. Benson previously served as director of strategic academic initiatives for the District of Columbia Public Schools through the Broad Residency in Urban Education. He earned his M.B.A. from Harvard Business School.



Alex Hernandez
Partner, Charter School Growth Fund
As a partner at Charter School Growth Fund, a venture philanthropy that provides growth capital for high-performing charter school networks, Alex Hernandez leads CSGF’s next-generation learning investments in blended learning programs as well as core investments for portfolio members. Previously, Hernandez was an area superintendent at Aspire Public Schools and he worked with ICEF, a charter management organization in Los Angeles, and Portland Public Schools as a Broad Resident. A graduate of Claremont McKenna, Hernandez worked at JP Morgan and Disney Ventures. He has an M.B.A. and a master’s in education from Stanford University.



Jennifer C. Niles
Founder and Head of School, E.L. Haynes Public Charter School
Jennie Niles founded and runs E.L. Haynes, the highest-performing charter elementary school in Washington, D.C., based on 2009 DC-CAS scores. A former teacher and a graduate of New Leaders for New Schools, Niles served as director of education initiatives at the Ball Foundation and head of the charter school office for the Connecticut State Department of Education. In 2009-2010, Niles led a city-wide team in the development of Washington, D.C.’s successful application for the U.S. Department of Education’s Race to the Top initiative. Niles holds a bachelor’s from Brown University, a master’s from the Yale School of Management and a master’s from Trinity University in D.C. She was named an Aspen Institute fellow in 2010.



Mike Teng
Director of Instructional Technology, Rocketship Education
Mike Teng is responsible for Rocketship Education’s Individualized Scheduling Engine (RISE), the online platform at the core of a blended learning model currently in use at five of California’s highest-performing K-5 schools serving low-income students. RISE provides a data warehouse and reporting system for student achievement information, and portals to connect students and staff with online content. Teng graduated from UCLA and worked as a software engineer at FactSet Research Systems and IGware Corp.

Design Studio: Designing the Perfect Teacher Dashboard

York Room

As schools continue to value data more and more, teachers need to collect data easily and translate it quickly into student interventions. What is the ideal tool for teachers to use real-time data in the classroom? This workshop and studio will introduce participants to Wireless Generation’s design process for new education technology products and explore solutions to this challenge. Participants can join one or both sessions to experience different stages of the design process.

Morning Workshop
during Panel Session 1, 11:00-12:15

After a brief panel, participants will work in small groups led by designers to generate ideas for the perfect teacher dashboard. Workshop groups will define the challenges facing teachers who want to use real-time data effectively and draw on each other’s expertise to brainstorm solutions. This interactive session is structured to teach participants a process for generating ideas that address tough challenges in education.

Afternoon Design Studio
during Panel Session 2, 1:30-2:45

A design team from Wireless Generation and the School of Visual Arts will transform ideas from the workshop into prototypes over the course of the day. Participants will have the chance to check back in on the Design Studio or participate in the project for the first time. Participants will learn about product prototyping and give the team feedback.



Facilitator
Larry Berger
CEO, Co-Founder, Wireless Generation
Larry Berger is CEO and co-founder of Wireless Generation, an education company that has pioneered the adaptation of emerging technologies to improve PreK–12 teaching and learning. Today, Wireless Generation serves more than 3 million children and hosts one of the largest databases of longitudinal student data in the country. Prior to launching Wireless Generation, Mr. Berger was President of InterDimensions, a Web solutions company. He also served as the Educational Technology Specialist at The Children’s Aid Society, where he led the development of “Technology Playgrounds,” community computer labs in disadvantaged neighborhoods that are models of using technology to empower young people. Mr. Berger was a Rhodes Scholar, and a White House Fellow working on educational technology at NASA.

Educators + Entrepreneurs: Connecting the Dots

College Room

How do entrepreneurs create innovations that are transformative for teaching and learning? How do educators communicate to entrepreneurs what they need to be effective? The right connection between these groups will be a powerful source of innovation in our future classrooms, schools and districts. During this session, the three finalists in the Education Business Plan Competition will present their business pitches to an experienced set of judges, who will then unpack the risks and rewards of education entrepreneurship.

FEATURING THE FINALISTS FROM THE EDUCATION BUSINESS PLAN COMPETITION

Finalists

- AppSuccess - Miki Heller, MBA/MPP Candidate; David Shepard, MPP Candidate, Harvard Business School & Harvard Kennedy School
- DCA – Discover Create Advance – Karl R. C. Wendt, Ed.L.D. Candidate, Harvard University
- phonesmartED – Craig Carter, MBA Candidate, McCombs School of Business, University of Texas – Austin

Prize: \$10,000 & private consultation with New Schools Venture Fund

COMPETITION BACKGROUND:

The Yale SOM Education Business Plan Competition was launched by Yale SOM students during the 2010-2011 academic year. The goal of this national competition is to foster creative, entrepreneurial approaches to education reform among the graduate students poised to become the next generation of leaders in the education field. The focus of the competition is on seed proposals rather than fully-developed businesses.

Final Round Judges & Panelists



Justin Cohen
President, School Turnaround Group
Justin S. Cohen leads the School Turnaround Group (STG) of Mass Insight in launching a multi-year “Partnership Zone Initiative,” working with state education agencies, school districts, and partner organizations to develop the organizational strategies and capacity necessary to turnaround our nation’s lowest performing schools. Prior to launching the STG, Cohen was director of the office of portfolio management and senior advisor to the Chancellor at the District of Columbia Public Schools. He served as director of industry support and development for the National Alliance for Public Charter Schools and spent time at Edison Schools. He is the primary author of the blog “Meeting the Turnaround Challenge” and has a bachelor’s from Yale.



Matt Greenfield
Partner, Stonework Capital
Matthew Greenfield is a partner of Rethink Education, a venture fund focused on educational technology, and Stonework Capital, an ethically oriented hedge fund based in New York City. He serves as an advisor to University Ventures, the NewSchool Ventures Seed Fund, and the College Board. He previously helped start three technology businesses and invested in successful ventures such as Wireless Generation, Atricure and Wellfleet. He received his bachelor’s, master’s and doctorate in English from Yale University. He taught at Bowdoin College and the City University of New York. He has published extensively and helped design and launch Blackwell’s Literature Compass online journal and blog.



Jennifer Medbery
Founder and CEO, Kickboard
Jennifer Medbery, founder and CEO of Kickboard (formerly Drop the Chalk), is a software developer who spent three years in the classroom as a high school math teacher. After receiving her degree in Computer Science from Columbia University, Medbery joined Teach For America in the Mississippi Delta and then served as a founding teacher at Sci Academy, a charter high school in New Orleans. Jen left the classroom to build the tools she wished she had in the classroom, and Kickboard was born. The teacher-friendly web-based software is now used by over 60 schools in 12 states.



Adam Porsch
Program Officer, Bill & Melinda Gates Foundation
At the Bill & Melinda Gates Foundation, Adam G. Porsch works with states, districts, and charter schools throughout the United States on education efforts. Prior to joining the foundation, Porsch served as a consultant at New Leaders for New Schools and served as director for performance management for the District of Columbia Public Schools. Porsch also worked as a strategy consultant with McKinsey & Company, helping to advise leading companies across a wide range of industries including K-12 education, and as an analyst at the U.S. Department of Education, National Center for Education Statistics. Porsch earned a law degree from Yale and a master’s from Northwestern University.

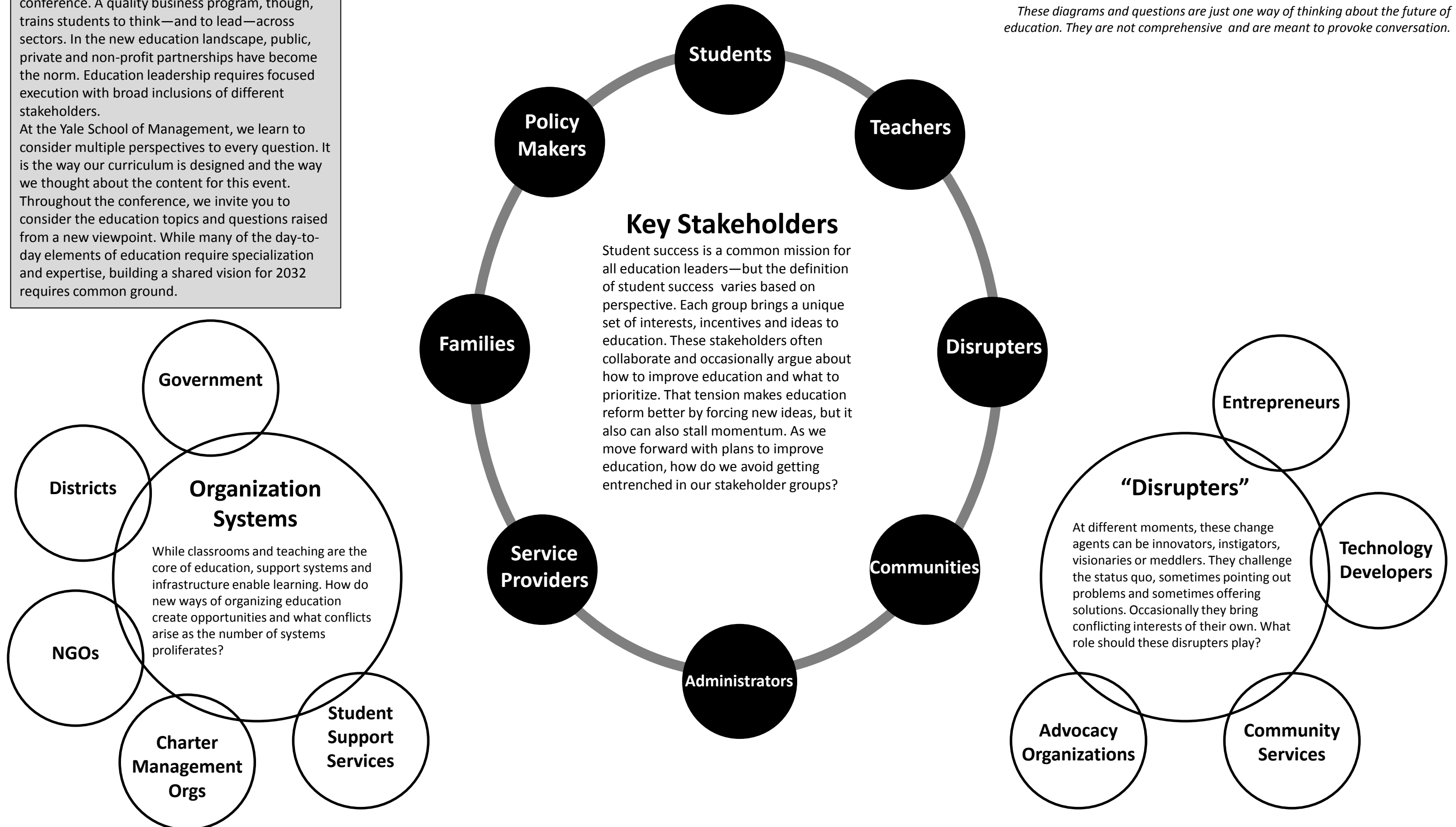
Our Perspective

Business school students may not seem like the most logical organizers for an education conference. A quality business program, though, trains students to think—and to lead—across sectors. In the new education landscape, public, private and non-profit partnerships have become the norm. Education leadership requires focused execution with broad inclusions of different stakeholders.

At the Yale School of Management, we learn to consider multiple perspectives to every question. It is the way our curriculum is designed and the way we thought about the content for this event. Throughout the conference, we invite you to consider the education topics and questions raised from a new viewpoint. While many of the day-to-day elements of education require specialization and expertise, building a shared vision for 2032 requires common ground.




Vision 2032: Shaping the Future of Education Viewpoints

These diagrams and questions are just one way of thinking about the future of education. They are not comprehensive and are meant to provoke conversation.



Shaping the future requires rethinking our schools.

We balance “new and improved” with “prove it” to drive education innovation that works in schools. Visit with Wireless Generation during the 2012 Yale School of Management Education Leadership Conference.

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-  DIFFERENTIATED CURRICULUM & INSTRUCTION
-  ASSESSMENT & ANALYSIS TOOLS
-  CONSULTING & PROFESSIONAL SERVICES
-  OPEN SOURCE INITIATIVES



Wireless Generation is a proud sponsor of the 2012 Yale School of Management Education Leadership Conference.

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Getting to 2032: Collaboration between Districts, Unions and Charter Schools

Temple Room

In the last year, districts, unions, and charter schools have forged new partnerships to accelerate student achievement. These collaborations are an essential component to scaling success, and have broken down previously existing barriers. What have we learned from these forms of collaboration so far to apply to future examples? In what other ways can we build networks and relationships across the school system to improve and accelerate student achievement?



Patrick Riccards
CEO, ConnCAN
Patrick Riccards came to ConnCAN with more than 20 years of communications and political strategy experience. He has been integral in building public support for issue-based organizations, including the National Reading Panel, New Leaders for New Schools, the National Governors Association, and the American Federation of Teachers. He has served as CEO of Exemplar Strategic Communications, executive director of the Pennsylvania STEM Initiative, and as chairman of the Falls Church (Virginia) School Board. In 2009, he was a recipient of PRWeek’s “40 Under 40” award and in 2011, Bulldog Reporter named him non-profit communications professional of the year. Riccards runs the blog Eduflack.



Garth Harries
Assistant Superintendent, New Haven Public Schools
Garth Harries is responsible for designing and implementing the school change reform strategy for the New Haven district of 20,000 students. He oversees school evaluation, turnaround, talent development and evaluation, and the design of community wrap-around strategies, such as the Boost! collaboration with the United Way. Prior to coming to New Haven, Harries was senior executive with the New York City Department of Education. He began his career as an engagement manager at McKinsey & Company. He has a J.D. with Distinction from Stanford Law School and a bachelor’s from Yale.



Kelly Tynan
Inclusion Teacher, UP Academy Charter School of Boston
Kelly Tynan is currently a 7th grade inclusion teacher at UP Academy Charter School of Boston, the first in-district charter school in Massachusetts. A Boston Teachers Union building representative, Tynan was awarded the Sontag Prize in Urban Education. Before teaching, Tynan worked as a community liaison in Boston and executive director of West Roxbury Main Streets. She received a bachelor’s from Stonehill College, an M.P.A. from Suffolk University and a master’s in teaching from Simmons College. She is a 2011-2012 Teach Plus Boston teaching policy fellow and a member of the Teach Plus national working group on charter schools.



Shannah Varon
Executive Director, Boston Collegiate Charter School
Shannah Varon is executive director of Boston Collegiate Charter School, a 5th-12th grade college preparatory public school in Dorchester, Massachusetts. Varon served as a Teach For America corps member and then supported 1,000 corps members in New York City. She was a principal with the Parthenon Group, a strategy consulting firm, where she focused in the firm’s Education Center for Excellence. Varon worked on several school district strategy projects, including with Memphis City Schools. She graduated from Harvard Business School with distinction in 2009 and from Georgetown University in 2001.



Randi Weingarten
American Federation of Teachers
Randi Weingarten is president of the 1.4-million-member American Federation of Teachers, AFL-CIO. She was elected in July 2008, following 11 years of service as an AFT vice president. In September 2008, Weingarten led the development of the AFT Innovation Fund. Weingarten served for 12 years as president of the United Federation of Teachers (UFT), AFT Local 2. From 1986 to 1998, Weingarten served as counsel to UFT President Sandra Feldman. A teacher of history at Clara Barton High School in Brooklyn’s Crown Heights from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues. Weingarten holds degrees from Cornell University’s School of Industrial and Labor Relations and the Cardozo School of Law.

When Should Schooling Start?

George Room

The importance of early childhood education has recently been highlighted by a separate Race to the Top application. In their announcement of the competition, Secretaries Duncan and Sibelius asked the broader education community to innovate. When should school start? What is the ideal role of pre-Kindergarten and what will Race to the Top do to get us there? What will be the impact of Race to the Top on early childhood? What is the role of early childhood education in our system? What can we learn and scale from already successful models of early childhood education?



Moderator
Sara Mead
Associate Partner, Bellwether Education Partners
As an associate partner, Sara Mead writes and conducts analysis on early childhood and K-12 education reform and advises clients serving high-need students. Her work on educational issues has been featured widely, including in The Washington Post, New York Times, and USA Today, and she has appeared on CBS and ABC News and on NPR. Previously, she directed the New America Foundation’s Early Education Initiative, and worked for Education Sector, the Progressive Policy Institute, and the U.S. Department of Education. She serves on the D.C. Public Charter School Board, and on the board of Democrats for Education Reform. The daughter, granddaughter, and sister of public school educators, she is a graduate of Vanderbilt University.



Gail Joseph
Assistant Professor, University of Washington
Gail Joseph is the director of the Early Childhood and Family Studies program at the University of Washington. She led the recent field test evaluation of the Washington State QRIS program, the Washington Kindergarten Entrance assessment project, and developed the latest quality rating standards which were included in the successful Race to the Top Early Learning Challenge grant. She is a principal investigator and director of the Childcare Quality and Early Learning Center for Research and Training, funded by the Bill & Melinda Gates Foundation and co-director of the Head Start National Center for Quality Teaching and Learning.



Cheryl Ohlson
Senior Master Educator for Early Childhood, Washington D.C. Public Schools
Cheryl Ohlson leads the team of master educators who evaluate the effectiveness of over 500 Early Childhood teachers. She played a leading role in creating the observational teacher evaluation tool, the central component of the IMPACT evaluation system for EC educators. She began her career as a D.C. Public Schools EC educator and has more than two decades of experience, and also served on the faculty of the George Washington University for more than ten years. During her tenure, Ohlson received the U.S. Department of Health and Human Services Head Start Research Fellowship.



Sophia Pappas
Executive Director, Office of Early Childhood Education, NYC Department of Education
Sophia Pappas started her career as a pre-Kindergarten teacher in Newark. Pappas then led Teach for America’s initiative to expand the presence of TFA teachers in pre-Kindergarten and Head Start classrooms across the country. In 2009, she published Good Morning, Children, a memoir based on her experiences. Pappas served as Chief of Staff to the Deputy Chancellor of the Division of Talent, Labor, and Innovation in the NYC Department of Education. In her current role, Pappas oversees universal pre-Kindergarten serving over 58,000 4-year-olds across the city.



Kaye Savage
Founder & CEO, Excel Academy Public Charter School
Kaye Savage’s career began as a special education teacher in Prince George’s County, Maryland. Most recently, she was the program manager for the D.C. Family Education Network, a special parent training initiative of Fight for Children. She also conducted research on distressed urban communities at the Urban Institute, and worked in the White House on the Historical Black College and Universities Initiative. Savage holds bachelor’s and master’s degrees from Howard University and an MPA from the University of Southern California. Savage is Building Excellent Schools Fellow and member of the Board of Trustees for the National Coalition of Girls Schools.

The Next Generation of Talent in Education

Chapel Room

We have a fundamental talent shortage in education—from teachers up to administrators. Who will be these future leaders? How will we recruit them? How will we train them? Who are the great leaders now and how can we learn from them and replicate their success? What does it take to be a successful education leader?



Moderator
Brad Bernatek
Director, FSG
As a director in the education & youth impact area, Brad Bernatek is part of FSG’s leadership group. He has recently developed case studies on personalized learning efforts and led strategic planning for a large foundation and a unit of a state university. Prior to joining FSG, Bernatek was director of research, evaluation and assessment for Seattle Public Schools where he implemented a performance management system for schools and an academic data warehouse. A Broad Resident in Urban Education, Bernatek was formerly a consultant with PricewaterhouseCoopers.



Ben Fenton
Chief Strategy Officer, New Leaders for New Schools
Ben Fenton co-founded New Leaders for New Schools in 2000 and currently leads the policy and practice services, helping states and districts develop new policies, strategies and tools for principal evaluation and principal effectiveness. He also oversees New Leaders’ organizational learning plan and programmatic evaluation. A recognized expert on principal quality, he co-led the development of the Urban Excellence Framework, a detailed field guide of the school practices and principal actions found in high-gaining urban public schools. He is a founding board member of Teach Plus. A former consultant for McKinsey and Company, Fenton is a graduate of Harvard College and the Harvard Business School.



Ravi Gupta
Founder and School Director, Nashville Prep
Ravi Gupta is the founder and school director for Nashville Prep. Gupta recently served as Special Assistant and Speechwriter to Susan Rice, U.S. Ambassador to the United Nations, and he worked for Barack Obama’s presidential campaign. He previously served as director of development for Orphans of Rwanda and founded the Atuu International Scholarship Fund in 2003 to provide scholarships for children in Ghana, West Africa. He received a law degree from Yale and a bachelor’s from Binghamton University. In 2010, he joined the Building Excellent Schools Fellowship. Gupta is a member of the Harry S. Truman Scholarship Selection Committee.



Gemma Joseph Lumpkin
Executive Manager, New Haven Leadership Development Program
Gemma Joseph Lumpkin has over 10 years experience in leadership, organizational and business development. As executive manager for leadership development in New Haven, Lumpkin manages, coordinates, and integrates the district’s leadership development opportunities for existing school leaders. She founded High Performance Education Group, which supports urban school districts. An active volunteer, Lumpkin has worked as an administrator in several education groups and in community affairs. Lumpkin received her M.B.A. from Rensselaer Polytechnic Institute.



Scott Morgan
Founder and CEO, Education Pioneers
In 2003, Scott Morgan founded Education Pioneers to meet the need for more top talent in education and to provide the best and brightest emerging leaders with an entry point into rewarding education leadership careers. A former teacher, Morgan earned a bachelor’s degree from the University of Notre Dame, a master’s from the University of Portland and a law degree at Stanford. He served as legal counsel for Aspire Public Schools in California. Inspired by the need for strong education leadership and the power of multi-discipline teams, Morgan launched Education Pioneers. He is a founding board member of Beyond 12, Inc., and a fellow of the Aspen Institute-NewSchools Venture Fund Entrepreneurial Leaders for Public Education.

Doing Better with Less Wooster Room

Over the past 20 years spending on education has ramped up, with no noted improvement in performance. Traditional government funding is being cut across the country. The competition for this money is greater than ever, and the responsibilities attached to this money are changing. How can we insure that lean times inspire innovation and creativity, rather than the alternative: cutting crucial programs and reducing services?



Moderator
Jane Williams
Host, Bloomberg EDU

Jane Stoddard Williams hosts the only national radio program devoted solely to K-12 education. The hour-long weekly broadcast features educators and policy makers from the corridors of power to the corridors of the nation’s schools. Williams serves as Board Chair of Horizons National, a non-profit educational organization serving low-income students around the country. She is a member of the board of New York’s PBS station, has been an advisor to NBC News “Education Nation” and serves on the President’s Advisory Council at Elon University and as a director of Lapham’s Quarterly. Williams graduated from Duke University.



Ulrich Boser
Senior Fellow, Center for American Progress

A frequent media commentator, Ulrich Boser analyzes education, criminal justice, and other social policy issues. His study of school spending included the first attempt to evaluate the productivity of every major school district in the country. Boser also serves as research director of Leaders and Laggards, a project to evaluate state education systems. Boser has been a contributing editor for U.S. News & World Report, special projects director for the Washington Post Express, and research director for Education Week newspaper. His writing has appeared in the New York Times, The Washington Post, Slate, and Smithsonian. Boser graduated from Dartmouth College.



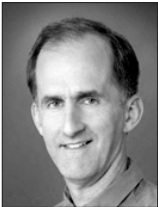
Steven Brill
CEO, Press+
Steven Brill is the CEO of Press+, which created a new business model for journalism to flourish online. He has written feature articles for The New Yorker (where he wrote about the “Rubber Rooms” that house teachers accused of incompetence), The New York Times Magazine, and TIME, and has been a columnist for Newsweek and Esquire. Brill teaches journalism at Yale and founded the Yale Journalism Initiative, which recruits and trains journalists. Brill founded and ran The American Lawyer magazine, Court TV, and Brill’s Content magazine. A graduate of Yale College and Law School, he is the author of *After: How America Confronted the September 12 Era*, and *The Teamsters*.



Erin Dukeshire
Middle School Science Teacher, Orchard Gardens K-8 Pilot School
Erin Dukeshire teaches science at Orchard Gardens K-8 Pilot School, a Boston Public School. In its first year of the school turnaround process, Orchard Gardens rose from the bottom five percent of schools in Massachusetts to among the top in the state, according to student growth measures. Dukeshire is also a Teach Plus Teaching Policy Fellow and an Education Champion who participates in NBC’s annual Education Nation summit. A Teach For America alumna, Dukeshire earned a master’s from Simmons College and a bachelor’s from Bowdoin College.



Karen Hawley Miles
President, Education Resource Strategies
Karen Hawley Miles oversees Education Resource Strategies, Inc. a non-profit organization dedicated to helping urban school systems create great schools at scale. Miles has taught school leaders and worked intensively with systems nationwide to analyze and improve their funding systems, school level resource use, and human capital and professional development systems. She co-authored The Strategic School: Making the Most of People, Time and Money. She currently serves as a Commissioner on the Equity and Excellence Commission for the U.S. Department of Education and as a senior advisor to the Aspen Institute Education and Society Program. A former consultant for Bain & Company, she has a bachelor’s from Yale and a doctorate from Harvard University, specializing in school organization, change and finance.



Charlie Toulmin
Director of Policy, Nellie Mae Education Foundation
Charlie Toulmin served in national- and state-level education policy roles before joining the Nellie Mae Education Foundation in 2008. Previously, he was an education analyst for the National Governor’s Association. While at the NGA, he led the Center’s efforts to offer policy recommendations and technical assistance to governors on how to strengthen science, technology, engineering and math education for all students as a key component of innovative state economies. Prior to the NGA, Charlie was deputy director of charter schools for the Massachusetts Department of Education and school finance analyst for the Wisconsin State Legislature. Charlie holds a bachelor’s degree in history from Harvard University and master’s degrees from the University of Michigan and Harvard University.

Tweeting?



Follow @YaleELC to keep up with the conversation all day! Use #YaleELC to see what others are saying.



Uncommon Schools

Please join us for a post-conference reception co-hosted by Uncommon Schools!

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.

Post-Conference Reception

Today, Friday, March 23rd

4:30pm to 6:00pm

Omni Hotel, 2nd Floor Lobby & Ballroom

Drinks and hors d'oeuvres will be served.

Questions?

Contact Deanna Vasilakis at 917.797.0261 or dvasilakis@uncommonschoools.org.

Change History.



"As an Uncommon Director of Operations, I am using the skills and systems-building experience I gained from my MBA program to co-lead a school and directly affect the lives of children. I am able to apply my skills and expertise to something I feel passionate about, and I know that my efforts are helping to close the academic achievement gap for our students."

-Analiza Quiroz, Director of Operations, Leadership Prep Brownsville Charter School

Innovation vs. Evidence: The Role of R&D in Education

Chapel Room

On one side of the debate, education reformers are calling for evidence. We can't implement changes in schools without evidence to show that they change outcomes for students. Innovators sit on the other side of the table and say that we will only make progress if we try as many ideas as possible. Can we get these two schools of thought together? What will they each add to education reform?



Katya Levitan-Reiner

Senior Coordinator for Performance Management, New Haven Public Schools

Katya Levitan-Reiner manages school and district accountability systems and supports senior leadership in implementing district reform efforts. Prior to joining New Haven Public Schools, Levitan-Reiner was a senior consultant in Deloitte Consulting's Human Capital practice and a Coro Fellow in public affairs in New York, where she worked with a range of organizations including the Generation Schools Network and the United Federation of Teachers. She began her career as a math teacher in Oakland, California. She holds a bachelor's degree from Smith College and an M.B.A. from Yale. Levitan-Reiner is currently a Broad Resident in urban education.



Mark Kushner

Executive Director, Flex Public Schools

Mark Kushner oversees Flex Public Schools, a partnership with K12 to open a hybrid high school. He is also vice president of blended learning at K12, Inc., the country's largest provider of online courses and the largest operator of charter schools. A former high school English teacher, coach, principal and attorney, Kushner was the founding CEO of Leadership Public Schools, a California charter school organization. He served as a state charter commissioner from 2001-2011, teaches at Stanford University, and sits on several community and education boards. Honors include the Hart Vision Award, the highest award given to charter school educators in California. Kushner graduated from Wesleyan University, and completed graduate work at Oxford, University of San Francisco, and Harvard.



Jordan Meranus

Partner, NewSchools Venture Fund

At New Schools Venture Fund, Jordan Meranus focuses on investment and management strategy for school technology-enabled learning tools. A veteran of non-profit and private sectors, Meranus was a managing director at Imagitas, which works with government to launch businesses that improve public service. He helped launch MoversGuide Online with the U.S. Postal Service and founded Jumpstart, a non-profit organization that provides early literacy services. Meranus sits on the Boards of Excel Charter School in East Boston, Mass2020 and DukeEngage. He earned his bachelor's degree from Duke University and master's degrees in education and public administration from Harvard.



Robert Slavin

Director, Center for Research and Reform in Education & Chairman, Success for All Foundation

An expert in school reform, Robert Slavin teaches, oversees the Center for Research and Reform in Education at Johns Hopkins University, and chairs the Success for All Foundation. Slavin is the author or co-author of more than 300 articles and 24 books, most recently Two Million Children: Success for All. Recipient of multiple academic and leadership awards for his work on education, Slavin was appointed a member of the National Academy of Education and an AERA fellow. He earned his bachelor's from Reed College and his doctorate from Johns Hopkins University.



Barbara Hubert

Teacher, P.S. 274; WINNER, Yale-Lynn Hall Teacher Action Research Prize

Barbara is a fourth year Special Education teacher at P.S. 274, an elementary school in Bushwick, Brooklyn, N.Y. and an alumna of the New York City Teaching Fellows. She received her M.S. in Teaching Urban Students with Disabilities from Long Island University in 2010 and is enrolled in the Urban Education Ph.D. program at CUNY Graduate Center for Fall 2012. In her spare time Barbara enjoys running half marathons, backpacking through Central and South America and culinary adventures.

For more on the Yale-Lynn Hall TARP, please see page 32

The Future of Choice

College Room

Charter schools, district schools, magnet schools, blended schools, career schools: school choice is at a tipping point. How do we continue to grow choice in a way that ensures quality for all students? How do we support innovation as well as quality in all these options? What are the implications for neighborhood schools? What do these new school models mean for time reform and wraparound services?



Moderator
Bruno V. Manno
Senior Advisor, Walton Family Foundation, K-12 Education Reform
Bruno V. Manno is senior advisor for K – 12 Education Reform with the Walton Family Foundation. He has worked with at the Annie E. Casey Foundation, the Hudson Institute and the United States Department of Education. Manno co-authored two books on charter schools and has written many articles on K-12 education policy and reform. He is an emeritus trustee of the Thomas B. Fordham Fundaiton, Education Sector and the National Alliance for Public Charter Schools. He received bachelor's and master's from the University of Dayton and his doctorate from Boston College.



Morty Ballen
CEO/Founder, Explore Schools
Morty Ballen is an educator and social entrepreneur committed to closing the achievement gap. In 2002, he founded Explore Charter School in the Flatbush section of Brooklyn. Ballen launched Explore Schools, a New York City-based nonprofit that creates and supports a network of public schools in underserved communities. Nearly all of Explore's 2011 8th graders attended a college preparatory high school. Ballen was named a 2011 Entrepreneurial Leader for Public Education in the Aspen Institute-New Schools Venture Fund Fellowship. A former teacher, Ballen received his bachelor's from Franklin and Marshall and his master's from Columbia.



Jessica Long
Director, Denver School of Science and Technology, Green Valley Ranch Campus
A Teach For America alumna, Jessica Long has taught math in New Mexico and Colorado and now serves as middle school director at the Denver School of Science and Technology's Green Valley Ranch Campus. After its first year, DSST: GVR was the top performing middle school in Denver Public Schools. A Fulbright Scholar, Long holds a master's from the University of Denver and has trained teachers for Teach For America.



Ann Waterman Roy
Director of Strategic Planning, Boston Public Schools
After serving as a Broad Resident in Urban Education, Ann Waterman Roy became director of strategic planning for Boston Public Schools. Previously, she served as executive director at Excel Academy Charter School in East Boston and as program director for the Illinois Network of Charter Schools. She spent several years as a strategy consultant for L.E.K. Consulting in Boston and Munich, Germany and worked in the mayor's pfice of New Bostonians, where she coordinated an initiative to increase free and low-cost adult English classes in Boston. She holds a bachelor's from Harvard and an M.B.A. from the Tuck School of Business at Dartmouth College.



Todd Ziebarth
Vice President, National Alliance for Public Charter Schools
Todd Ziebarth is the vice president for state advocacy and support at the National Alliance for Public Charter Schools, a national nonprofit organization committed to increasing the number of high-performing charter schools available. He has helped numerous states enact laws to better support high-quality public charter schools, first as a policy analyst at Augenblick, Paliach, and Associates, a consulting firm specializing in educational finance, governance, and school improvement issues, and then at the Education Commission of the States. Ziebarth has also authored many national and state-level research and policy publications related to key charter school issues.

Making School Relevant

George Room

We've heard the argument that our school model was designed to train workers for an industrial age; now President Obama argues that 60% of jobs will require more than a high school diploma. How do we need to reform our school system so that students are engaged by what they learn and feel ready for future success, whether in college or other postsecondary opportunities? How do we change the day so that students are learning what they need to know in a way that is relevant to them and may ultimately keep them in schools?



Moderator
Arthur McKee
Managing Director, Teacher Preparation Studies, National Council on Teacher Quality
Arthur McKee joined NCTQ in January 2011 to head up its national review of education schools. From 2000 to 2010, Arthur worked at CityBridge Foundation, a family foundation dedicated to creating and sustaining great public schools in Washington, D.C. While there, he oversaw the foundation's Early Years Education Initiative, an \$8M, five-year effort to expand high-quality early childhood education services in the nation's capital. Arthur received his bachelor's from Princeton, and a doctorate in Russian history from U.C. Berkeley.



Mary Sylvia Harrison
Vice President for Programs, Nellie Mae Foundation
Mary Sylvia Harrison oversees the Nellie Mae Education Foundation's programs. Previously, Harrison was president and CEO of The College Crusade of Rhode Island, and led the organization to become the state's most comprehensive college readiness and scholarship program for students in low-income urban districts. She served on the Rhode Island Board of Regents for Elementary and Secondary Education and worked on a Carnegie Corporation-funded high school redesign initiative. Previously, Harrison was executive director of Times2, a nonprofit provider of math and science enrichment programs. Harrison holds a bachelor's from Villanova and a law degree from Antioch .



Eric Schwarz
Co-Founder and CEO, Citizen Schools
Eric Schwarz is co-founder and CEO of Citizen Schools, a non-profit that partners with middle schools to expand the learning day for low-income children, and whose participants have high school graduation rates 21 percent higher than non-participants. Schwarz served on the Massachusetts Board of Elementary and Secondary Education's Task Force on 21st Century Skills, the Center for American Progress working group on Expanded Learning Time, and New Profit, Inc.'s Social Entrepreneur Advisory Board. He is the author of Realizing the American Dream: Historical Scorecard, Current Challenges, Future Opportunities. Previously, Schwarz served as a public service fellow at Harvard and vice president at City Year.



Derwin Sisnett
CEO, Gestalt Community Schools
Derwin Sisnett came to education through his work as executive director of the Power Center CDC in Memphis. The community development group founded the Power Center Academy, a charter middle school focused on entrepreneurship, financial literacy, and high technology. Based on PCA's success—the school received the State Collaborative on Reforming Education Award, recognizing its status as a top middle school—Sisnett founded Gestalt Community Schools to manage the growth of high-performing, community-based charter schools in Tennessee. In partnership with the Power Center CDC and the City of Memphis, GCS is currently redeveloping 43 acres to create, a mixed-use development.



Scott Sugarman
Director of Educational Initiatives, Our Piece of the Pie
As director of educational initiatives for Our Piece of the Pie, Inc., Sugarman works closely with Opportunity High School, an alternative school for under-credited youth, to establish new performance metrics for staff and to initiate contract and charter schools around Hartford. OPP's mission is to enhance the educational options for Connecticut youth that are over-age/under-credit, or have already dropped out of high school. Sugarman served in the U.S. Peace Corps and taught special education. He joined New Leaders for New Schools and led a special education school in Washington D.C., where all the students transition into a neighborhood schools .

From the Classroom to the Neighborhood: Talking about Race in Schools

Chapel Room

A more difficult part of the conversation in education reform is that, for a number of reasons, we now have a number of districts with mostly minority students and mostly white teachers and administrators. This phenomenon as well as recent turnaround initiatives have elicited difficult -but necessary -conversations about race and education reform.



Moderator
Amy Wilkins
VP for Government Affairs and Communications, Education Trust
An experienced political and community organizer with a special skill in media communications, Amy Wilkins honed her advocacy skill through successful work for the Children’s Defense Fund, the Democratic National Committee, the Peace Corps, and the White House Office of Media Affairs before landing at the Education Trust. The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. Its goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those from low-income families or who are black, Latino, or American Indian—to live on the margins of the American mainstream.



Aimée Eubanks Davis
Executive Vice President of People, Community, and Diversity, Teach For America
Aimée Eubanks Davis joined Teach For America’s staff in 2002 as vice president of new site development and then moved to the regional operations team, where she managed Teach For America’s executive directors and helped ensure maximum impact in all 22 regions. In 2005, Eubanks Davis became chief people officer and oversaw the organization’s staff growth from 200 to over 1600 staff members. She helped develop a comprehensive competency model for staff recruitment, selection, performance management and development. In 2011, Eubanks Davis took on the expanded role of executive vice president of people, community and diversity, leading our work to build an organization that is a model of fairness and equality. Before joining TFA’s staff, Davis worked at The Breakthrough Collaborative (formerly Summerbridge National) as a program officer and leader of the New Orleans site. Eubanks Davis, a graduate of Mt. Holyoke College, was a Teach For America corps member in New Orleans.



Raul Gonzalez
Legislative Director, National Council of La Raza (NCLR)
At the National Council of La Raza, Raul Gonzales works with Congress, the White House, advocacy groups, and NCLR’s affiliated community-based organizations to improve life opportunities for Hispanic Americans. Prior to joining NCLR in 1998, he was a legislative assistant in the office of U.S. Representative Major R. Owens, for whom he worked on legislation to increase the academic achievement and attainment of poor children. As a teacher in the New York City public schools, Gonzalez taught writing, algebra, and special education. He was born in Puerto Rico and was raised in Brooklyn, New York. He is a graduate of the City College of New York.

K-12 and Beyond: Ensuring College-Ready Students and Families

Wooster Room

The New York Times published an article last fall on “grit” and its implications for academic success. How do we ensure that our students are academically, socially, and financially prepared for college matriculation and graduation? How do we help students “make it”? What do we need to do to set expectations for parents, students, and administrators in K-12 and college to make sure that, by 2030, all students have the option to attend college?



Moderator
Richard Lee Colvin
Executive Director, Education Sector
Richard Lee Colvin came to Education Sector from the Hechinger Institute on Education and the Media at Columbia University, where he led the creation of The Hechinger Report, a source of in-depth, nonpartisan journalism about education. Previously, he wrote about national education issues for the Los Angeles Times, the Associated Press. He holds a bachelor’s degree from Oberlin College and a master’s degree from the University of Michigan. He was a media fellow at the Hoover Institution and in 2000 won a Knight-Wallace fellowship at the University of Michigan. Colvin joined the organization’s board of directors in 2010.



Keith Frome
Co-Founder, College Summit, Inc., Headmaster, King Center Middle School
Dr. Frome has helped lead College Summit since its inception. Between 1994 and 1995, he led the development of the program’s keystone writing curriculum; he also created its national Education Department and led its expansion to 9th grade. An award-winning teacher at Harvard College, he led the Browning School in NYC and the Elmwood Franklin School in Buffalo and wrote two critically-acclaimed books on parenting and education. Frome is currently designing and implementing a charter middle school on the east side of Buffalo. Frome holds master’s degrees from the University of Connecticut and Harvard Divinity School, and a doctorate from Columbia University’s Teacher’s College.



Michael Mann
Head of School, North Star Academy College Preparatory Charter School
Michael Mann has been Head of School at North Star Academy College Preparatory Charter School in Newark, New Jersey, for three years. Prior to 2009, he founded North Star’s second middle school and led that for four years. Currently, the North Star network comprises seven schools in Newark. For the past 15 years, these schools have been among the highest-performing, non-selective urban schools in the nation. In 1993, Mr. Mann was a Teach For America corps member in Washington, D. C. He received master’s degrees from Teacher’s College and Harvard’s Graduate School of Education, and a bachelor’s from Harvard College.



Mary Anne Schmitt-Carey
President, Say Yes to Education, Inc.
Prior to her current role as President of Say Yes to Education, Schmitt-Carey spent 11 years at New American Schools and the American Institutes for Research. For six years she served as President and CEO of NAS (which merged with AIR), where the organization grew from a pilot initiative to the model for a national school improvement program. She held several leadership positions at NAS and AIR, and was the Director of the Goals 2000 Community Project at the U.S. Department of Education. In addition, Schmitt-Carey worked in public relations and held senior level positions in national political campaigns. Schmitt-Carey earned her MBA from The Wharton School at the University of Pennsylvania and graduated magna cum laude from SUNY Albany.



Bob Wise
President, Alliance for Excellent Education
Bob Wise is president of the Alliance for Excellent Education and former governor of West Virginia. He currently co-chairs the Digital Learning Council with Jeb Bush, and chairs the National Board for Professional Teaching Standards. Under his leadership, the Alliance continues to build its reputation as a respected authority on high school policy. As governor, he fought for and signed legislation to fund the PROMISE Scholarship program, which has helped thousands of West Virginia high school graduates. Governor Wise previously served in the U.S. House of Representatives for the 2nd District of West Virginia, and holds a bachelor’s degree from Duke and a JD from Tulane University School of Law.

Yale Lynn Hall Teacher Action Research Prize

Currently, few opportunities exist for teachers to publish their research without leaving the classroom for academia: there are no peer-reviewed teacher action research journals, so far as we know. The Yale-Lynn Hall Teacher Action Research Prize strives to highlight best practices in teacher action research, and to highlight that teacher action research is itself a best practice in teacher professional development and school reform.

Teacher action research is rarely mentioned as a tool for education reform, but it benefits students in at least three ways:

- it is a mechanism for teachers to improve their instructional techniques;
- it holds teachers to a professional standard that will attract the best and brightest and most committed into education; and
- action research results provide insight into policy decisions.

Involving teachers in research engages teachers as experts and change agents in their own classrooms. It empowers teachers to adapt their practice to evolving classrooms and continually develop as professionals.

Additionally, awarding the Yale-Lynn Hall Teacher Action Research Prize at the Yale Education Leadership Conference clearly positions teachers, especially teacher-researchers, as education leaders. We believe that teacher research should contribute to policy decisions. Teacher action research is a powerful tool to ensure that education policy decisions aren’t made in a vacuum, disconnected from student and classroom impact.

This year’s winner of the Yale-Lynn Hall Teacher Action Research Prize is Barbara Hubert from P.S. 274 in Brooklyn, NY. She conducted research on short answer writing strategies for students with learning disabilities, culminating in a strategy titled “Echo-Answer-Example.” Her research showed that, over a 6-week period, students with learning disabilities substantially improved their short answer writing. She will speak further on her research as part of the panel “Innovation vs. Evidence: The Role of R&D in Education” from 3:15-4:30 pm.



Barbara Hubert
Teacher, P.S. 274; WINNER, Yale-Lynn Hall Teacher Action Research Prize
Barbara is a fourth year Special Education teacher at P.S. 274, an elementary school in Bushwick, Brooklyn, N.Y. and an alumnus of the New York City Teaching Fellows. She received her M.S. in Teaching Urban Students with Disabilities from Long Island University in 2010 and is enrolled in the Urban Education Ph.D. program at CUNY Graduate Center for Fall 2012. In her spare time Barbara enjoys running half marathons, backpacking through Central and South America and culinary adventures.



Morgan ('10) and Bryce ('12) Hall awarding the 2011 Yale-Lynn Hall Teacher Action Research Prize

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Ken Paul
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Patrick Riccards,
CEO, ConnCAN

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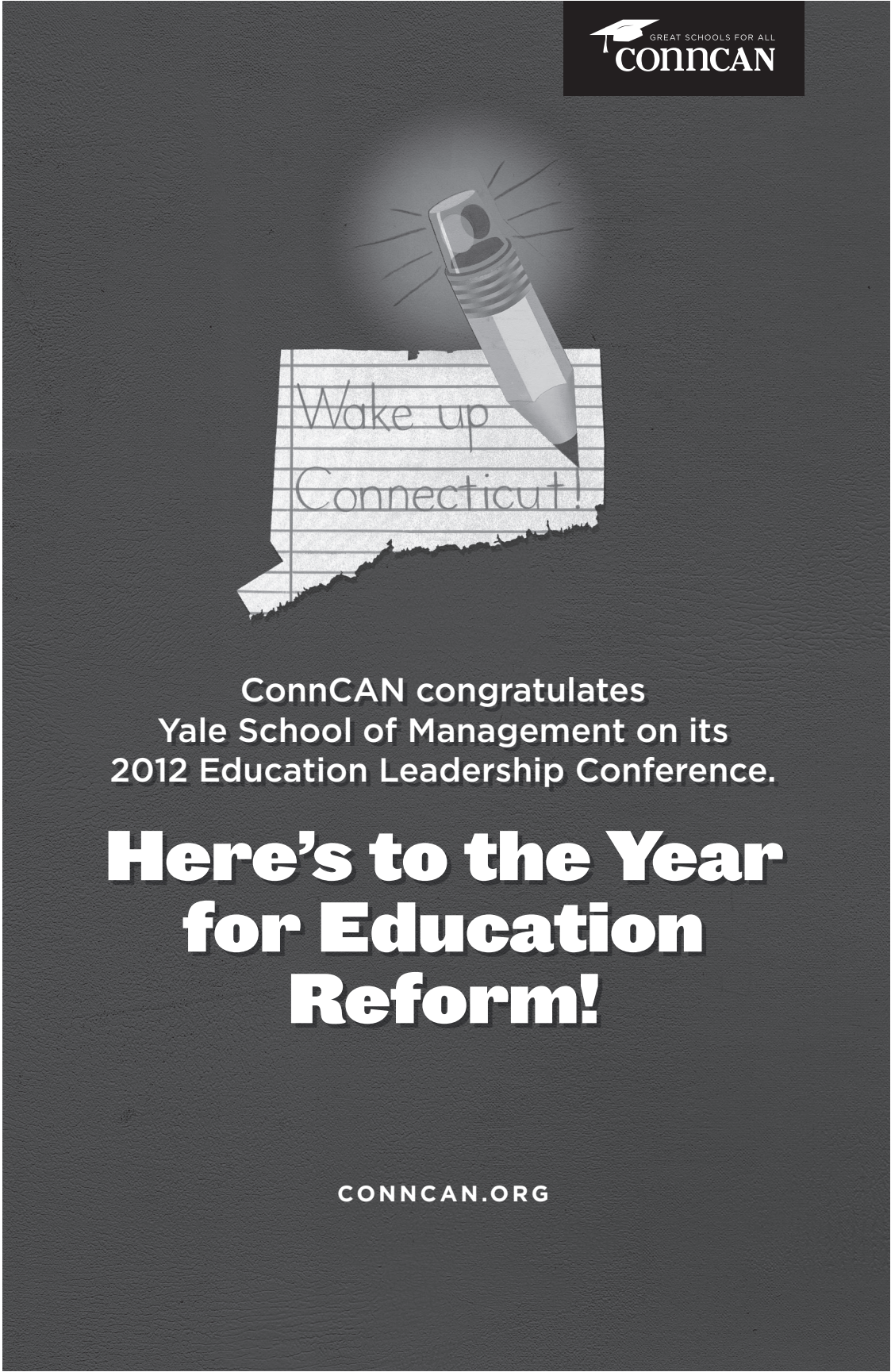
Katya Levitan-Reiner
Senior Coordinator, Department of Research, Assessment, and Student Information, New Haven Public Schools

ABOUT THE EDUCATION CLUB

The Yale SOM Education Club believes that solving the immense challenges our education system faces will require the skills, knowledge, and passion of people from myriad sectors and functions. Our vision is that education organizations in the United States – from schools to for-profit companies – will seek out MBA talent in the pursuit of improving student learning.

With that vision in mind, the Education Club strives to be an inclusive, action-oriented, and continuously-improving community for SOM, Yale University and New Haven. We aim to position the Yale School of Management as the nation’s definitive MBA pro–gram for the intersection of business and education. Our mission is four-fold:

1. Increase the notability of SOM in the education leadership world;
2. Provide opportunities for career advancement and professional development within education;
3. Foster discussion among those interested in education leadership across SOM, Yale, and the wider education community;
4. Develop and maintain a presence in the New Haven and Connecticut education communities.



Education Leadership Conference Team Co-Chairs

Jonathan Beauford, '12

Chair, Conference Logistics

Last summer, Jonathan Beauford worked as a consultant in the Education Center for Excellence at The Parthenon Group in Boston, MA. Prior to SOM, he spent three years as a senior assistant director of undergraduate admissions at NYU where he recruited and evaluated applicants throughout New England and California. Before that, Beauford served as a college counselor for disconnected youth in Brooklyn, while earning his master's in psychology. He is a graduate of Princeton University, and a New York native.

Colleen Ferrand-Andrew, '12

Co-Chair, Conference Content

Prior to SOM, Colleen Ferrand-Andrew spent two years as a Teach for America corps member in Washington D.C., teaching fifth grade. She then spent two years working in Beijing, China on international trade policy and clean teach partnerships. Last summer, she worked as a consultant in The Parthenon Group's Education Center for Excellence in Boston. She is a graduate of Stanford University.

Marysunny McCoy, '12

Co-Chair, Conference Content

Marysunny McCoy was previously a Peace Corps volunteer in Tanzania for three years, serving as a math and physics teacher. This summer as an Education Pioneers fellow she worked for Houston A+ Challenge. McCoy is a college football fan and enjoys reading about educational technology. She is a graduate of University of Virginia and hails from Baton Rouge, Louisiana.

Jenny McColloch, '12

Chair, Education Business Plan Competition

Jenny McColloch leads the Global Social Enterprise Club at SOM. She spent her summer as an EDF Climate Corps Fellow at Nestle Waters North America. Prior to SOM, Jenny was the education director at Salish Sea Expeditions, an inquiry-based field science education nonprofit serving schools throughout the Seattle area. Jenny graduated from Stanford University.

COMMITTEES

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