

National Comprehensive Center for Teacher Quality 2009 What Works Conference

“Beyond Highly Qualified: The Development and Distribution of Highly Effective Teachers and Leaders”

Presenter and Panelist Biographies

Gary Appel

Gary Appel is the Michigan state manager for Great Lakes East Comprehensive Center at Learning Point Associates. He provides professional development and technical assistance to the Michigan Department of Education. Appel also directs the Learning Point Associates Lesson Study activities. His areas of expertise include science, curriculum, and professional development design. Appel is a skilled technical assistance provider, group facilitator, and professional developer with more than 30 years of experience in education. He is knowledgeable about adult learning styles, training module development, and promoting collaborative styles of work. Appel earned his master’s degree in science education from the University of Michigan.

Sir Michael Barber

Sir Michael Barber leads the global Education Practice at McKinsey & Company. He is founder of the Education Delivery Institute in Washington, D.C., which advises governments in the United States on implementation of education reform. Barber works on major challenges of performance, organization, and reform in government and the public services, especially education, around the world. He is coauthor of the widely read international benchmarking study *How the World’s Best Performing School Systems Come Out on Top*. Prior to joining McKinsey & Company, Barber was chief advisor on Delivery to the British Prime Minister, Tony Blair. As head of the Prime Minister’s Delivery Unit, he was responsible for the oversight of implementation of the Prime Minister’s priority programs in health, education, transport, policing, the criminal justice system, and asylum/immigration. The approach to delivery he developed is widely seen as constructive and innovative and has been described by the International Monetary Fund (IMF) as “the frontier” of performance management in government. His book about this experience—*Instruction to Deliver: Fighting to Reform Britain’s Public Services*—was described by the *Financial Times* as “one of the best books about British Government for many years.” Between 1997 and 2001, Barber was chief advisor to the Secretary of State for Education on School Standards. Prior to his involvement in government, he was a professor at the Institute of Education, University of London. His other major publications include *The Learning Game: Arguments for an Education Revolution*, *How to Do the Impossible: A Guide for Politicians With a Passion for Education*, and *The Virtue of Accountability*. His advice on public policy, especially education, has been sought by governments in more than 30 countries, including Australia, the United States, Russia, Estonia, Chile, and Malaysia, and by major international organizations, including the Organisation for Economic Co-operation and Development, The World Bank, and IMF.

Katherine Bassett

Katherine Bassett is currently serving ETS as director of educator relations for the Higher Education Division, working to support teachers and teacher preparation institutions and building teacher-oriented partnerships with like-minded organizations. During her time at ETS, Bassett has served as client relations director for states using the Praxis teacher licensure assessment program, developed the National Board for Professional Teaching Standards certificates for library media and literacy, and led the revision of the Praxis test for library media specialists. She has developed partnerships leading to the establishment of the National Teacher Forum and the Educational Forum of New Jersey. Bassett enjoyed a 26-year career as a library media specialist at the middle school level. Bassett served as New Jersey's State Teacher of the Year 2000; she was the first library media specialist to be so honored in New Jersey. In this capacity, Bassett was responsible for many changes to the program and helped to establish the Governor's Teacher Advisory Council. Bassett also supports the events and coordination with the higher education advisory council for the National Comprehensive Center for Teacher Quality (TQ Center).

Ellen Behrstock

Ellen Behrstock is a policy associate at Learning Point Associates, where her areas of focus are teacher quality and school leadership. Behrstock's work has included coordinating the development of the METworksSM Framework, which helps districts and states to think systemically about educator recruitment and retention and identify gaps between their current teacher quality practices and the elements of effective practice identified in the research. She has coordinated and facilitated sessions for conferences and issue forums of the TQ Center. Behrstock also has produced publications on topics such as teachers' use of educational research, strategies for supporting Generation Y teachers, innovations in state-level teacher quality policies, teacher compensation, and teacher and administrator induction. Behrstock earned her master's degree with distinction in education from the University of Oxford, where she is pursuing a doctoral degree in education.

Monica Bhatt

Monica Bhatt is a research associate at Learning Point Associates. She works with REL Midwest on needs sensing, research, policy outreach, technical assistance, and other projects. Previously, Bhatt worked on policy issues as a summer intern for the TQ Center. She has worked on several policy briefs and research articles on a wide variety of K–12 content areas, focusing primarily on issues of teacher and leadership quality, mentoring and induction, and school finance. Bhatt completed a Fulbright Scholarship in Madrid, Spain, working as an English teaching assistant in a bilingual public secondary school. She earned her master's degree in education policy from Vanderbilt University.

Mark Bounds

Mark Bounds is the deputy superintendent for Educator Quality and Leadership at the South Carolina Department of Education. He oversees the educator certification system, educator preparation system, and educator leadership programs. Previously, Bounds served as the director

of the Office of School Leadership. As director, he expanded the scope and quality of the leadership program continuum in South Carolina. His experience also includes serving as the executive director for Communities In Schools of South Carolina, a statewide nonprofit organization that focuses on helping at-risk children succeed in school and in life, and as a team leader for the Intervention and Assistance Program for the Office of School Quality. He was responsible for the development, implementation, and oversight of the assessment process for underperforming schools. Prior to his career in education, Bounds served for 20 years in the United States Army, earning a number of awards and decorations. He is an Education Policy Fellow for South Carolina. Bounds holds master's degrees in administration from Central Michigan University and national security and strategic studies from the College of Naval Command and Staff.

Nínive Calegari

Nínive Calegari is the cofounder of 826 Valencia, chief executive officer of 826 National, and producer of *The Teacher Salary Project*. She is a veteran public school teacher with 10 years of classroom experience that spans work in Mexico to San Francisco's first charter school, Leadership High School. While at Leadership High School, she served on the board of directors and encountered many teachers and stories, which would lead her to coauthor the book *Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers*. Calegari was the recipient of Edutopia's 2007 Daring Dozen award and was appointed to the San Francisco Arts Commission in the spring of 2008. She earned her master's degree in teaching and curriculum from Harvard University's Graduate School of Education.

Ann Casey, Ph.D.

Ann Casey, Ph.D., has been involved with the development and implementation of response to intervention (RTI) for many years. Dr. Casey has spent most of her career in a variety of roles in the Minneapolis Public Schools. During the past two years, Dr. Casey was the director of the Minnesota Response to Intervention Center where she worked with 37 sites throughout the state to implement RTI using a distance learning and coaching model. She has experience in research, assessment, and evaluation, and particularly in tools that can be used to gauge progress toward high-stakes assessments. In collaboration with a colleague, she developed the initial prototype of the Minneapolis Problem Solving Model in 1993, which was an early form of RTI. Dr. Casey and some of her colleagues received one of the initial Office of Special Education Programs grants for developing model RTI demonstration sites. Dr. Casey has served as a school psychologist, early literacy advocate, and educational administrator. She earned her Ph.D. in educational psychology from the University of Minnesota.

Jane Coggshall, Ph.D.

Jane Coggshall, Ph.D., is a research associate at Learning Point Associates. She develops print and online TQ Center resources on educator quality issues for regional and state officials. She has authored several TQ Research & Policy Briefs on teacher quality topics and the *Communication Framework for Measuring Teacher Quality and Effectiveness*. Dr. Coggshall has provided technical assistance to states and regions regarding equitable teacher distribution,

teacher effectiveness, and teacher preparation. For Learning Point Associates, she has conducted research on teacher interstate mobility and the impact of professional development. She is the principal investigator on two studies exploring the needs, policy preferences, and potential of Generation Y teachers. Dr. Coggshall has taught middle-level mathematics at the elementary and junior high school levels. Her original research for her doctorate explored state-level reading policy, the use of portfolios for the assessment of beginning teachers, and the local effects of national teacher quality policy. Her dissertation, *High School Teacher Assignment and the New Governance of Teacher Quality*, won the Lester W. Anderson Memorial Award for best dissertation in secondary school administration. Dr. Coggshall earned her Ph.D. in education studies from the University of Michigan.

Tricia Coulter, Ph.D.

Tricia Coulter, Ph.D., is deputy director of the TQ Center and coordinates the work to build the capacity of regional comprehensive centers and states to implement the highly qualified teacher requirements outlined in the current provisions of the Elementary and Secondary Education Act. Previously, Dr. Coulter was director of the Teaching Quality and Leadership Institute at the Education Commission of the States. In this position, she created and managed work related to the preparation, support, and compensation of effective teachers and leaders. Dr. Coulter also has worked as a senior research analyst at the State Higher Education Executive Officers organization, where she developed expertise in issues of teacher preparation and professional development. She has extensive experience analyzing and using policy and research to help states create quality policy and innovative practice that meet their needs and challenges related to teacher effectiveness and leadership. Dr. Coulter also has worked directly with states and districts on federal reporting requirements and efforts to ensure that all students are served by highly qualified teachers. She earned her Ph.D. in counseling and educational psychology, with a specialty in consultation, from the University of Nevada–Reno.

Ellen Cushing

Ellen Cushing is a policy specialist at Learning Point Associates. She works primarily on educator quality projects for the TQ Center and the Center for Educator Compensation Reform (CECR). In addition, she contributes to evaluation work on alternative compensation programs and policy reviews of human capital resource management geared for state educators. She has experience in developing surveys and interview protocols, conducting policy gap analyses, researching and writing case studies, and writing for a variety of audiences.

Charlotte Danielson

Charlotte Danielson is a former economist and an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, curriculum director, and staff developer. In her consulting work, Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Danielson has worked as a teacher and administrator in school districts in several regions of the United States. In addition, she has served as a consultant to hundreds of districts, universities, intermediate agencies, and state departments of

education in virtually every state and in many other countries. This work has ranged from the training of practitioners in aspects of instruction and assessment and the design of instruments and procedures for teacher evaluation to keynote presentations at major conferences. Danielson has developed materials and training programs for a number of organizations including the Association for Supervision and Curriculum Development, the College Board, Educational Testing Service, the California Commission on Teacher Credentialing, and the National Board for Professional Teaching Standards. Danielson is the author of a number of books supporting teachers and administrators. These include *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007), *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal) (2000), *Enhancing Student Achievement: A Framework for School Improvement* (2002), and *Strengthening the Profession Through Teacher Leadership* (2006). In addition, she has written several *Collections of Performance Tasks and Rubrics*, published by Eye on Education. Danielson holds advanced degrees in philosophy, economics, and educational administration from Oxford University and Rutgers University.

Arne Duncan

Arne Duncan is the U.S. Secretary of Education. Prior to his appointment, Duncan served as the chief executive officer of the Chicago Public Schools from June 2001 through December 2008. As CEO, Duncan's mandate was to raise education standards and performance, improve teacher and principal quality, and increase learning options. In seven and a half years, he united education reformers, teachers, principals, and business stakeholders behind an aggressive education reform agenda that included opening more than 100 new schools, expanding afterschool and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the caliber of teachers, and building public-private partnerships for a variety of education initiatives. Prior to joining the Chicago Public Schools, Duncan ran the nonprofit education foundation Ariel Education Initiative (1992–1998), which helped fund college education for a class of inner-city children under the I Have A Dream program. Duncan formerly served on the boards of the Ariel Education Initiative, Chicago Cares, the Children's Center, the Golden Apple Foundation, the Illinois Council Against Handgun Violence, Jobs for America's Graduates, Junior Achievement, the Dean's Advisory Board of the Kellogg School of Management, the National Association of Basketball Coaches' Foundation, Renaissance Schools Fund, Scholarship Chicago, and the South Side YMCA. He also served on the Board of Overseers for Harvard College and the Visiting Committees for Harvard University's Graduate School of Education and the University of Chicago's School of Social Service Administration.

Nathan Estel

Nathan Estel is executive director of the West Virginia Department of Education Office of Professional Preparation. In his current position, Estel works to recruit, professionally develop, and retain highly qualified teachers in the state of West Virginia. Estel holds a master's degree in secondary education from Marshall University. He is currently pursuing a doctoral degree in educational leadership studies from West Virginia University.

Linda Forward

Linda Forward serves as the supervisor of the School Improvement Support unit in the Office of Education Improvement & Innovation (formerly Office of School Improvement) in the Michigan Department of Education. She previously served as director of Migrant Education in the Office of Field Services, Central Support Unit, in the Michigan Department of Education. Forward has more than 30 years of experience as a classroom teacher, building principal, consultant, and state and federal programs manager. Forward has worked extensively with the School Program Quality initiatives focusing on school improvement, professional development, accreditation, schools of choice, and school reporting in order to improve the achievement levels of all students. These initiatives have taken her to other states and territories to work with English language learners and migrant students as well as working within Michigan to serve the needs of diverse learners.

Elizabeth Foster

Elizabeth Foster is the director of Strategic Initiatives for the National Commission on Teaching and America's Future (NCTAF), currently working on several projects focused on cross-generational learning teams. Prior to joining NCTAF, Foster served as the research and policy associate for several years at Recruiting New Teachers, where she monitored policy and program developments in the field of teacher recruitment and development and was the project team leader for several published studies on urban community college teacher preparation programs, urban teacher shortages, and building teacher-parent-student alliances. Previously, Foster worked at the Harvard RALLY Project, where she administered developmental measures to students, collected and analyzed quantitative and qualitative data about students and the middle school inclusion project, conducted focus groups with students, interviewed practitioners and teachers, and wrote integrated reports and recommendations. Foster also has worked in middle school special education in Massachusetts. She has coauthored several articles and reports, including *Tapping Potential: Community College Students and America's Teacher Recruitment Challenge*; *Connect for Success: Building a Teacher, Parent, Teen Partnership. A Toolkit for Teachers*; *The Urban Teacher Challenge: Demand and Supply in the Great City Schools*; *Development, Resilience, and School Success in Youth: The Prevention Practitioner and The Harvard RALLY Program*; and most recently, *Learning Teams: Creating What's Next* for NCTAF. Foster earned her Ed.M. specializing in risk and resiliency from Harvard University.

Patricia Gándara, Ph.D.

Patricia Gándara is professor of education in the Graduate School of Education and Information Sciences at the University of California–Los Angeles (UCLA). She is the codirector of the Civil Rights Project/Proyecto Derechos Civiles at UCLA. She has been a bilingual school psychologist, a social scientist with the RAND Corporation, director of education research in the California Legislature (State Assembly) and commissioner for postsecondary education for the state of California, and associate director of the University of California Linguistic Minority Research Institute. Professor Gándara's research focuses on educational equity and access for low-income and ethnic minority students, language policy, and the education of Mexican origin youth. She earned her Ph.D. in educational psychology from UCLA.

Phoebe Gillespie, Ph.D.

Phoebe Gillespie, Ph.D., is director of the National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (Personnel Improvement Center). She has 34 years of experience in the field of special education as a paraprofessional, K–12 classroom and early childhood teacher, early intervention specialist, education director at a day treatment facility, high school building-level program administrator, and educational diagnostician. Previously, she served as center director for the National Association of State Directors of Special Education and recruitment/retention outreach manager for the Council for Exceptional Children’s Professions Clearinghouse funded by the Office of Special Education Programs. Her expertise is in working with state education agencies, local education agencies, and institutions of higher education to craft contextually relevant solutions to ongoing statewide personnel needs. She currently serves on the TQ Center’s Communication Coordination Council and the advisory boards of Special Education Faculty Needs Assessment, the National Center to Inform Policy and Practice in Special Education Professional Development, and the IRIS Center. She cochairs the National Coalition on Personnel Shortages in Special Education and is the special education representative for the American Association for Employment in Education’s Annual Supply and Demand Research Study. She earned her M.Ed. in special education from Sam Houston State University and her Ph.D. in education policy, planning, and leadership from the College of William and Mary.

Laura Goe, Ph.D.

Laura Goe, Ph.D., is a research scientist at Educational Testing Service (ETS) in Princeton, New Jersey, and principal investigator for research and dissemination for the TQ Center. Previously, she was the research director for the Bay Area Consortium for Urban Education at University of California–Berkeley, working with universities, community colleges, and school districts to improve teacher quality and supply in urban schools. Prior to her work at Berkeley, Dr. Goe taught at-risk middle school students (special education in Mississippi and language arts in Memphis). She recently finished a three-year term as co-editor of the AERA journal *Educational Evaluation and Policy Analysis*. Her research interests include teacher qualifications, measuring teacher quality, teacher effectiveness, teacher compensation, and the equitable distribution of teachers, as well as school finance and school and district resource use. She earned her master’s degree in educational policy and leadership from the University of Memphis and her Ph.D. through the Policy, Organization, Measurement, and Evaluation program at the University of California–Berkeley.

Tabitha Grossman, Ph.D.

Tabitha Grossman, Ph.D., is a senior policy analyst at the National Governors Association Center for Best Practices in Washington, D.C. She has been in the education profession since 1999 as a teacher, school counselor, and assistant principal in school districts in the central Virginia region. Prior to her work at the Center for Best Practices, Dr. Grossman served as director of North Carolina Governor Mike Easley’s Learn and Earn Early College High School initiative. In addition, she led Virginia Governor Mark Warner’s Project Graduation and Early College Scholars initiatives. She is currently leading work in the Center for Best Practices on a number of human capital issues including school leadership, teacher and principal compensation,

teacher and principal effectiveness, and teacher and principal preparation. She is the author of *Building a High-Quality Education Workforce: A Governor's Guide to Human Capital Development*. Dr. Grossman earned her master's degree in school counseling, her post-master's certificate in school administration, and her Ph.D. from Virginia Commonwealth University.

Michael Guerrero, Ph.D.

Michael Guerrero, Ph.D., is an associate professor at the University of Texas–Pan American. He teaches courses on bilingual education related to the development of bilingualism, second language acquisition, and research on bilingualism in educational settings. He is presently principal investigator on a five-year professional development grant funded through the U.S. Department of Education Office of English Language Acquisition. The primary objective of the grant is to improve the preparation of preservice bilingual education teachers and to study the impact of their preparation on student achievement, including English language development. His research interests center on the academic Spanish language development of bilingual education teachers. His publications have appeared in the *Bilingual Research Journal*, *Journal of Latinos and Education*, *International Journal of Qualitative Studies in Education*, *Urban Education*, and *Language Testing*. He earned his Ph.D. in educational linguistics at the University of New Mexico at Albuquerque.

Mike Heffner

Mike Heffner is an outreach coordinator with the New Teacher Center's School Leadership Development Team. His current work explores the connection between supervision and evaluation, professional learning communities, and leveraging the principal's role in educational reform. Heffner served as a middle school humanities teacher, working with Title I students and English language learners. He went on to teach English courses at the high school level. He continued on to serve as a high school assistant principal and principal before his selection as an elementary school principal. During his tenure at the elementary level, the school earned both the No Child Left Behind Blue Ribbon and the California Distinguished School Award. Heffner went on to serve as an area superintendent with oversight of both traditional and charter schools. Heffner holds a master's degree in teaching.

Eric Hirsch

Eric Hirsch is the director of special projects at the New Teacher Center, a national organization launching the next generation of educators by supporting the development of an inspired, dedicated, and highly qualified teaching force. Hirsch has served as executive director of the Center for Teaching Quality, executive director of the Colorado-focused Alliance for Quality Teaching, and education program manager at the National Conference of State Legislatures (NCSL). His work is largely focused on better understanding and improving teaching and learning conditions, recruiting and retaining teachers, and differentiated compensation and staffing. He has surveyed more than 500,000 educators in 15 states during the past six years about their school environment. Hirsch has worked with and testified to legislatures and policymakers in more than 35 states and presented at numerous conferences about issues of teaching quality and governance. Hirsch has authored more than 50 articles, reports, book chapters, and policy briefs published by groups such as NCSL, the National Governors

Association, the Association of Supervision and Curriculum Development, the U.S. Department of Education, *Congressional Quarterly*, the *Journal of Special Education*, and the University of Pittsburgh Press. Hirsch earned his teacher certification in Massachusetts and his master's degree from the University of Colorado.

Lynn Holdheide

Lynn Holdheide is a research associate at Vanderbilt University. She works on several TQ Center projects related to improving the preparation of teachers for students with at-risk characteristics and disabilities. Holdheide coordinates the TQ Connection, an online resource designed to serve both general and special education teacher preparation. Her work also addresses RTI, inclusive services, and effective teaching practices. Prior to appointment to her current position, Holdheide was project coordinator and education consultant for nine years at the Indiana Department of Education, Division of Exceptional Learners. She served as the school-to-work transition consultant and directed a statewide study collecting postschool outcome data for students with disabilities. Data from this study were used to develop a statewide system to measure employability skills, modify curriculum, and direct state transition policy. Holdheide has experience as a teacher, transition specialist, vocational specialist, and residential provider. She earned her master's degree from Eastern Illinois University.

Martha Hougen, Ph.D.

Martha Hougen, Ph.D., is the principal investigator of the Texas Reading First Higher Education Collaborative and The College & Career Readiness Initiative: English/LA Faculty Collaborative at the Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Her recent work has focused on improving preservice teacher education by providing university teacher educators with ongoing professional development and collaborative opportunities. Dr. Hougen has worked with struggling readers as a general and special education teacher and administrator and as a faculty member at several universities. She consults with state departments, universities, and school districts across the country in the areas of teacher education, reading, and special education.

Marguerite Izzo

Marguerite Izzo, whose teaching career spans more than 30 years, is a full-time fifth grade teacher, specializing in English language arts, at Howard T. Herber Middle School in the Malverne School District, located on Long Island, New York. She also serves as an adjunct faculty member in the Adelphi literacy education program, teaching graduate-level students. Izzo is the 2007 New York State Teacher of the Year and a member of the New York State Teachers of the Year Council, presenting workshops at state and national conferences and working to expand the role of the New York State Teacher of the Year. She has served on the New York Regents Standards Steering Committee, providing the voice of the practitioner as new state learning standards are being developed. As the codirector of the Malverne Teacher Center, Izzo provides professional development workshops and courses for the teachers in the Malverne School District. She is responsible for writing the annual grant for funding and the operation of the four district Teacher Center satellites. She is a member of the ETS Teacher Leadership

Standards Committee, the foundation officer of the Adelphi PDK chapter, and a member of the Adelphi University Alumni Association Board. In addition, she mentors novice teachers in her district. She holds a master's degree in elementary education from Adelphi University.

Jean Johnson

Jean Johnson is executive vice president of Public Agenda and head of its Education Insights division, which focuses on education issues. At Public Agenda, she has authored or coauthored opinion studies on education, higher education, families, religion, race relations, civility, and foreign policy. She is the principal author of *Life After High School: Young People Talk About Their Hopes and Prospects* and *Reality Check*, which tracks attitudes among parents, students, teachers, and administrators on key education topics. She also has published articles and opinion pieces on education issues in *USA Today*, *Education Week*, *School Board News*, and Columbia University's *Teachers College Record*. Johnson is also the coauthor of a series of books published by HarperCollins designed to explain complex public policy issues for general readers. *Where Does the Money Go? Your Guided Tour to the Federal Budget Crisis* was published in spring 2008. The second book in the series, *Who Turned Out the Lights? Your Guided Tour to the Energy Crisis*, will be published by HarperCollins in Fall 2009. Johnson has appeared on CNN, *Bill Moyers' Journal*, NPR's *Fresh Air*, the *Today Show*, *Lou Dobbs Tonight*, and *The O'Reilly Factor* and is a frequent contributor to *The Huffington Post*. She holds master's degrees from Brown University and Simmons College.

Lisa Johnson, Ed.D.

Lisa Johnson, Ed.D., is a senior policy associate at Learning Point Associates. Dr. Johnson supports the TQ Center's work with regional comprehensive centers through the development of resources and tools on educator quality. She specializes in induction policy and practice and the experience of first-year teachers. Prior to her work at Learning Point Associates, Dr. Johnson served as a researcher and lecturer at the New Teacher Center at the University of California—Santa Cruz and an adjunct professor in the Department of Education at Aurora University. Her research focuses on the effects of induction policy and practice on new teacher pedagogy and student outcomes, including the academic engagement of underserved populations. Her expertise in mixed-methods research and working with adolescents has led to a number of studies on induction and mentoring. Dr. Johnson earned her master's degree in curriculum and instruction and her Ed.D. in educational psychology from Northern Illinois University.

Brad Jupp

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. In that role, he shaped district direction in a wide range of fields, including individual, school, and performance management and accountability; school choice, new school development, and school portfolio management; and the management of educator human capital. 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. ProComp is a nationally recognized, path-clearing effort to reform the way teachers are paid so that their annual and career earnings are based, in part, on the academic performance of the students they teach. In his most recent classroom work, Jupp was lead teacher of the DPS Alternative Middle School where he taught at-risk students in Grades 6–8. From 1990 to 2002, he served as the chief negotiator for DCTA’s bargaining team.

Joellen Killion

Joellen Killion is the deputy executive director for the National Staff Development Council (NSDC) where she focuses on improving professional learning for all educators. She has led a number of initiatives related to examining the link between professional development and student learning. She has extensive experience in professional development planning, design, implementation, and evaluation both at the school and system level. She has conducted evaluations of projects funded federally and privately through foundations and organizations including the U.S Department of Education Technology Challenge Grants, Washington Mutual Foundation, Dodge Foundation, GE Foundation, Wachovia Foundation’s Teachers and Teaching Initiative, Bill & Melinda Gates Foundation, MetLife Foundation, and Wallace Foundation. She is the author of various publications on professional development for educators and a frequent contributor to the *Journal of Staff Development* and *Teachers Teaching Teachers*, NSDC’s newsletter for teacher leaders and coaches.

Paul Kimmelman, Ed.D.

Paul Kimmelman, Ed.D., is senior advisor in the office of the chief executive officer at Learning Point Associates. He works on federal and state policy, gives legislative updates to constituents, and makes presentations on building organizational capacity. Dr. Kimmelman also works at Argosy University as program coordinator for organizational leadership. During his 30-year career in K–12 education, he has been a teacher, a principal, a superintendent, an adjunct professor at colleges/universities, an educational consultant, and an author of publications. As superintendent, Dr. Kimmelman helped the Lima, Ohio, district comply with a federal desegregation order. As a superintendent in Illinois, he was president of the First in the World Consortium. Dr. Kimmelman was appointed by former U.S. Secretary of Education Richard Riley to the National Commission on Mathematics and Science Teaching for the 21st Century and served on the Third International Mathematics and Science Study Technical Review Panel. He was appointed by U.S. Secretary of Education Rod Paige to serve on the Teacher Assistance Corps. Dr. Kimmelman earned his doctoral degree in education from the University of Toledo with an emphasis on educational and public administration.

Sabrina Laine, Ph.D.

Sabrina Laine, Ph.D., is chief program officer for educator quality at Learning Point Associates. She is the director of the TQ Center and a principal investigator for CECR. Dr. Laine has a diverse background in educational policy research and has spearheaded efforts to contribute to policy research and resource development related to every aspect of managing and supporting

educator talent including recruitment, compensation, evaluation, distribution, and professional development. She is skilled in working closely and effectively with local, state, regional, and federal education agencies and leads a team of more than 15 researchers and policy analysts who are focused on the challenges faced by educators in urban, rural, and low-performing schools. Dr. Laine has established and sustained collaborative relationships with other organizations and is efficient in managing both financial and human resources. She has worked for the last several years to ensure that policies and programs are in place that enable all children to have access to highly qualified teachers and leaders. Dr. Laine earned her master's degree in European law and economics from the University of Amsterdam and her doctorate in educational leadership and policy studies from Indiana University.

Molly Lasagna

Molly Lasagna is a policy specialist in educator quality at Learning Point Associates. Her work for the TQ Center and CECR focuses on conducting high-quality research and evaluations and disseminating the results through multiple media to diverse audiences in the public education sector. Previously, Lasagna worked at the Nellie Mae Education Foundation, where she was a program associate for Pathways to Higher Learning. Previously, she taught middle school language arts in Richmond, Virginia. Lasagna holds master's degrees in secondary English education from the University of Virginia and urban education policy from Brown University.

Ann Maddock

Ann Maddock is a senior policy advisor at the New Teacher Center. Drawing upon her 25 years of experience in public schools, Maddock provides a unique classroom perspective on state and national policies centered on teaching quality and education reform. She assists client states in developing policies and practices utilizing data from teaching and learning conditions surveys. Maddock has extensive experience and a unique background in creating and implementing strategies to enhance response rates, working with stakeholders and policymakers to promote the teaching and learning conditions initiative, and building collaborative partnerships to develop and promote new policy. Previously, Maddock served as the teacher advisor to Governor Mike Easley in his education policy office from 2002 to 2009. With Governor Easley, Maddock led the effort to design and implement the first-in-the-nation statewide teacher working conditions survey in North Carolina in 2002 and the subsequent policies, which have helped to reshape education reform in North Carolina. Prior to advising Governor Easley, Maddock taught in secondary public schools in North Carolina and Maryland and was a state and national award winning science teacher, mentor teacher, team leader, and professional development trainer.

Dana Markow, Ph.D.

Dana Markow, Ph.D., is vice president of youth and education research at Harris Interactive. Her work in that capacity, conducted for academic institutions, foundations, and corporations, has included studies related to children's school experiences, media use, and health issues, as well as the impact of work on parenting and family life. In addition, she has conducted custom research among other key youth audiences, such as educators and parents. Prior to joining Harris in 1997, Dr. Markow worked as a research consultant with the Children's Television Workshop and

Nickelodeon, conducting formative research for the guidance of preschool educational television programs. Her academic research and teaching experience focused on issues in cognitive and language development in early childhood. Dr. Markow earned her Ph.D. in psychology from Harvard University.

Peter McWalters

Peter McWalters is the interim strategic initiative director of Education Workforce Development at the Council of Chief State School Officers (CCSSO). He serves on the Committee to Update the INTASC Model of Standards. He joined the CCSSO leadership team after serving as the Rhode Island commissioner of elementary and secondary education. During his time as commissioner, McWalters made significant gains in creating a better state-led system of education and increasing success for all of Rhode Island's students. McWalters established and adopted grade-level content standards and implemented an aligned state assessment and partnered in founding the successful three state assessment collaborative, the New England Common Assessment Program. In addition, he designed and implemented a legislatively motivated accountability system with multiple measures and indicators including a robust public reporting system; led the state in transitioning from a life certification system for teachers to an individual professional improvement plan for license renewal; and intervened in five high-need, underperforming districts, succeeding with significant improvement within No Child Left Behind Act and adequate yearly progress targets. He also advocated for creating statewide early childhood education, a school-financing system that was fair to all districts, the improvement of education for students with disabilities, and better and more comprehensive training and development for teachers and administrators. A lifelong educator, McWalters began his career as a teacher of English as a second language in the Rochester, New York, public schools. He holds a master's degree in public administration and from the State University of New York–Brockport.

Anthony Wilder Miller

Anthony Wilder Miller is the Deputy Secretary of Education. As Deputy Secretary, he serves as the chief operating officer of the U.S. Department of Education. Previously, Miller had been an operating partner since 2007 with Silver Lake, a leading private investment firm with more than \$15 billion in capital. From 2003 to 2006, Miller was executive vice president of operations with LRN Corporation, a market-leading provider of governance and compliance software and legal research services. Prior to LRN, he worked at McKinsey & Company and Delco Electronics, a subsidiary of GM Hughes Electronics, where he managed regional channel marketing. In addition to his private-sector operating experience, Miller worked extensively with the Los Angeles Unified School District from 1997 to 2000, developing student achievement goals and strategies, aligning budgets and operating plans, and designing metrics and processes for monitoring districtwide performance. He undertook similar work with the Santa Monica-Malibu Unified School District in 2001. Miller holds an M.B.A. from Stanford's Graduate School of Business.

Linda Miller

Linda Miller is director of the Great Lakes West Comprehensive Center at Learning Point Associates. Her work focuses on project management and providing technical assistance to build the capacity of the state education agencies in Wisconsin and Illinois. She has a background in continuous improvement planning, leadership development, and professional development. Her previous work included providing Reading First technical assistance to state education agencies in Connecticut, Idaho, Louisiana, New Hampshire, New York, Ohio, Maryland, and Wyoming and to the Bureau of Indian Affairs. She developed, authored, and served as managing editor of the professional development newsletter *Notes & Reflections* and designed, developed, and implemented professional development opportunities and resources for school and community partnerships. Previously, Miller was the project coordinator for several federally funded grants providing out-of-school time and supplemental academic programs to students with limited English proficiency and to students from low-income families. She also taught Grades K–2. Miller has a background in continuous improvement, leadership, and professional development. In 2008, representing Great Lakes West, Miller helped form and lead the North Central Regional RTI Collaborative with other regional technical assistance providers. The mission of the collaborative is to leverage the resources of organizations funded by the Office of Elementary and Secondary Education and the Office of Special Education Programs to develop efficiency in providing services to states, as well as providing a more comprehensive approach to technical assistance in the north central region.

Angela Minnici, Ph.D.

Angela Minnici, Ph.D., is an associate director of the American Federation of Teachers (AFT) Educational Issues department. The department is responsible for developing and implementing programs and policy to improve both the working lives of AFT's teacher members and the quality of the schools in which they work. Dr. Minnici's current work focuses on issues of teacher quality including teacher evaluation. Prior to her work at AFT, she was a senior researcher at the Center on Education Policy in Washington, D.C., where she was principal investigator for several multistate research projects that examined federal and state education policies including the No Child Left Behind Act and high school exit exams. Dr. Minnici also worked for the Georgia Department of Education in the Title I division where she was responsible for creating, implementing, and evaluating policy regarding supplemental education services. Previously, Dr. Minnici was a special education teacher in New Mexico and Pennsylvania.

Lynn Olson

Lynn Olson is a senior program officer at the Bill & Melinda Gates Foundation, where she helps to lead the teacher effectiveness component of the foundation's College Ready strategy. Prior to joining the foundation, Olson was a writer and editor for 24 years at *Education Week*, an independent, national newspaper covering K–12 education in the United States. In 2005, the Consortium for Policy Research in Education presented her with an award for distinguished contributions to the field of education policy. She also has received awards from the Education Writers Association, the National Association of Secondary School Principals, and the International Reading Association. During her time at *Education Week*, Olson served as the

executive project editor for both *Quality Counts*, an annual report card on public education in the 50 states, and *Diplomas Count*, an annual report on high school graduation rates and policies. From 2002 through 2009, Olson was a board member of the Carnegie Foundation for the Advancement of Teaching, serving as chair of the nominating committee and vice-chair of the board. In 1995, she received a grant from the Alfred P. Sloan Foundation of New York to write a book about the transition from school to work for America's young people. The book, *The School to Work Revolution: How Employers and Educators Are Joining Forces to Prepare Tomorrow's Skilled Workforce*, was published by Addison-Wesley in 1997. From 1980 until 1984, Olson worked as a staff writer and editor for the Children's Defense Fund, a national child advocacy group, where she also specialized in child welfare and mental health policies. She graduated from Yale University with a degree in psychology.

Patricia Park

Patricia Park is the complex area superintendent (CAS) for the North Central Complex in Oahu, Hawaii. Park was selected in 2003 as Hawaii's Middle School Principal of the Year. She is the CAS representative for Unit 6 Collective Bargaining and serves on the CAS State Middle School Level Council and the CAS State Leadership Development Council. She has presented at a number of professional events. Prior to accepting her current position, she served as principal at Aliamanu Middle School. Park holds master's degrees in education administration and elementary education from the University of Hawaii.

Amy Potemski

Amy Potemski is a policy associate at Learning Point Associates, specializing in teacher quality. She currently shares her time on various projects for the TQ Center and CECR focusing mainly on state policy related to teacher quality and alternative teacher compensation. Potemski has authored documents for both projects and led the development of online resources for the TQ Center. Potemski also manages the monthly CECR newsletter and leads the CECR communications and outreach plan. Her projects include reviewing the most recent literature on teacher quality, recruitment and retention, professional development, induction and mentoring, certification, leadership, and compensation reform. This research support is used for responses to technical assistance requests and updates to databases supported by the TQ Center. She has worked on multiple literature reviews for the No Child Left Behind Implementation Center, the National Association of State Directors of Teacher Education and Certification Interstate Mobility Study, and the College Board. Potemski earned her master's degree in public policy with a focus on education policy from The George Washington University, where she gained experience in both quantitative and qualitative research.

David Prasse, Ph.D.

David Prasse, Ph.D., is professor and dean of the School of Education at Loyola University Chicago. A school psychologist by training, he has participated in the preparation of school psychologists for more than 30 years. The author of numerous publications on legal issues in school psychology and special education, he has contributed to special and general education reform initiatives at local, state, and national levels. Recently, he contributed to assisting states

and districts in the full implementation of problem solving service delivery models and using RTI as the basis for responding to the adequate yearly progress requirements of the No Child Left Behind Act and for determining special education eligibility. Dr. Prasse earned his master's degree in school psychology and special education and his Ph.D. in school psychology from Indiana State University.

Dan Reschly, Ph.D.

Dan Reschly, Ph.D., is professor of education and psychology at Peabody College, Vanderbilt University, where he chaired the Department of Special Education from 1998 to 2006. From 1975 to 1998, Dr. Reschly directed the Iowa State University School Psychology Program. He has published on the topics of RTI, reduction of special education disproportionality, identification of disabilities (high incidence, minority issues), and policy issues in special education. He currently is the principal investigator for special needs for the TQ Center. Dr. Reschly has trained teachers, principals, and related services personnel in 27 states regarding implementation of the RTI process. He has been active in state and national leadership roles including president of the National Association of School Psychologists, editor of the *School Psychology Review*, chair of NASP Graduate Program Approval, president of the Society for the Study of School Psychology, and chair of the Council of Directors of School Psychology Programs. Dr. Reschly served on the National Academy of Sciences Panels on *Standards-Based Reform and the Education of Students With Disabilities* and *Minority Overrepresentation in Special Education*. Dr. Reschly earned his doctoral degree from the University of Oregon.

Vanessa Roth

Vanessa Roth is currently director/producer for the documentary in the making, *The Teacher Salary Project*. She is an Academy Award, duPont-Columbia, and Sundance Award-winning filmmaker, who has been writing, producing, and directing pivotal social issue documentaries for more than a decade. Her work, which combines filmmaking with national social outreach campaigns, has received worldwide acclaim and distribution. Her films have also been given prime time slots on PBS, HBO, Discovery, A&E, and the Sundance Channel. They have been featured on *The Oprah Winfrey Show*, NPR, as the media centerpiece of the 2008 Bill & Melinda Gates Education Forum, and as part of the official 2009 Youth Inaugural events in Washington D.C. Her award-winning films include *Taken in: The Lives of America's Foster Children*; *Close to Home*; *Aging Out*; *Schools of the 21st Century*; *The Third Monday in October*; *9/11's Toxic Dust*; *Freeheld*; and *No Tomorrow*. Roth holds a master's degree in social work from Columbia University.

Melody Schopp, Ph.D.

Melody Schopp, Ph.D., is the director of the Office of Accreditation and Teacher Quality for the South Dakota Department of Education. In addition to her roles as the director of K–20 accreditation, director of teacher certification, and Title II coordinator, Dr. Schopp serves as a lobbyist for the South Dakota Department of Education. She is currently the project director for the state's \$20 million Teacher Incentive Fund grant. She has helped to initiate numerous programs related to teacher quality, including a statewide Virtual Mentoring program, the Governors New Teacher Academy, and statewide support for certification through the National

Board for Professional Teaching Standards. Dr. Schopp has worked closely with the state universities to create accelerated and online programs for second career individuals to enter the teaching field. She is currently serving as a member of a multistate consortium that is researching teacher career continuums and leadership roles. A previous K–12 classroom teacher for 23 years, she now teaches online university classes for a cohort of aspiring principals as well as face-to-face courses for second career teachers. Dr. Schopp earned her master’s degree in elementary education and her Ph.D. in educational leadership and studies from the University of Lincoln, Nebraska.

Larry Shumway

Larry Shumway is the state superintendent of public instruction at the Utah State Office of Education. Previously, he served as the Utah deputy state superintendent since January of 2008. Prior to his work at the Utah State Office of Education, he led the Tooele County School District as superintendent. In his 30 years in public education, Dr. Shumway has also been a principal, teacher, and coach. He holds a master’s degree from Brigham Young University and a doctorate from the University of Nevada–Las Vegas.

Elena Silva, Ph.D.

Elena Silva, Ph.D., is a senior policy analyst at Education Sector, where she leads the organization’s teacher quality work and oversees a number of mixed-method research projects on education reform efforts at the national, state, and local levels. Prior to working for Education Sector, she served as the director of research for the American Association of University Women (AAUW), where she developed and led the organization’s national research projects on gender equity in education and the workplace, served as the principal investigator on several National Science Foundation research grants, managed the recruitment and selection of research fellows and grantees, and served as a member of AAUW’s senior leadership team for strategic planning and development. Dr. Silva developed and directed one of the first AmeriCorps national service programs in the early 1990s while working for the ASPIRA Association, a national educational nonprofit serving Puerto Rican and other Latino youth. At ASPIRA, she also managed the organization’s youth public policy and leadership program and served as the association’s representative to the U.S. Senate Task Force on Hispanic Education. Dr. Silva went on to run youth development programs for a social service agency in southern New Mexico and then for school-based and nonprofit organizations in Oakland, California, where she was a founding board member of the youth-led research, evaluation, and planning organization, Youth in Focus. Silva has edited and authored numerous reports, books, and book chapters on teaching and learning, education policy, and school reform. She serves as an advisor to the Alliance for Excellent Education, the Institute for Women’s Policy Research, the Washington Area Women’s Foundation, and the National Science Foundation’s Engineering Equity project. In addition, she recently served as a member of the redesign team for the School and Staffing Survey of the National Center for Education Statistics. She earned her master’s degree and Ph.D. in education from the University of California–Berkeley.

Susan Smartt, Ph.D.

Susan Smartt, Ph.D., is a senior research associate at Vanderbilt University. She also conducts work for the TQ Center. She has 30 years of experience working in both general and special education. Dr. Smartt has worked as a classroom teacher, reading specialist and tutor, university professor, school psychologist, teacher trainer, and principal of an inpatient child psychiatry school. She was the co-owner and director of a learning disabilities clinic and most recently was a national reading consultant and teacher trainer. She writes teacher training curricula to assist teachers in data-based decision making for informed instructional planning and enhanced progress monitoring. Dr. Smartt served as a member of the U.S. Department of Education Reading First Review Panel. Dr. Smartt's research focuses on teacher preparation related to reading and special education. Her latest book, *Next STEPS in Literacy Instruction*, will be published by Brookes Publishing in March 2010.

Mark Smylie, Ph.D.

Mark Smylie, Ph.D., is professor of education at the University of Illinois–Chicago (UIC). Dr. Smylie's research concerns school organization and organizational change, administrative and teacher leadership and workforce development, and urban school improvement. His work has appeared in a number of professional journals, and he has contributed chapters to numerous books on teachers and teaching, leadership and administration, and educational change, including a chapter on teacher leadership in the 2009 *International Handbook of Teachers and Teaching*. In 2004, he coedited a yearbook for the National Society for the Study of Education on developing the teacher workforce. His most recent book is on the theory and practice of continuous school improvement. He is currently working on a book project with the National Education Association on the American public school teacher past, present, and future. Dr. Smylie has been chair of the Educational Policy Studies Department in the College of Education at UIC and Secretary-Treasurer of the National Society for the Study of Education. He also served as a director of the Consortium on Chicago School Research at the University of Chicago. He has been awarded a National Academy of Education Postdoctoral Fellowship, the William J. Davis Award from the University Council for Educational Administration, and the American Educational Research Association's Research Review Award. He has been a Residential Fellow at the Spencer Foundation. Before his work in higher education, Dr. Smylie was a high school history teacher. He earned his master's degree from Duke University and his Ph.D. from Vanderbilt University.

Sarah Kirby Tepera

Sarah Kirby Tepera currently serves as the vice president of Teacher Preparation, Institutes for Teach For America. In this capacity, Tepera co-leads the team responsible for Teach For America's eight preservice training institutes, which served more than 24,000 students and 3,500 new teachers (corps members) last year. She initially joined the staff in May 2007 as the managing director, launching Teach For America's training model in Phoenix, Arizona. Prior to her appointment at Teach For America, Tepera served as a program officer for the Texas High School Project, a \$261 million private-public partnership of the Bill & Melinda Gates Foundation, the Texas Education Agency, the Michael and Susan Dell Foundation, and Communities

Foundation of Texas. In this capacity, she oversaw the development of programs to improve pipelines and training for secondary school leaders and teachers in high-need areas. Tepera began her career teaching bilingual education in Houston, Texas, as a Teach For America corps member. She earned her master's degree in public policy from the University of Texas at Austin.

Dennis Terdy

Dennis Terdy has been a frequent national presenter and consultant in the field of English language learners for more than 35 years. He currently provides consulting for WIDA Testing Consortium, the Center for Applied Linguistics, and English language learner (ELL) programs throughout the United States. He authored one of the first sheltered ELL texts, *Content ESL: Social Studies*, and his interest continues in making academic content accessible to all levels of student language proficiencies. For 18 years, he directed the Adult Learning Resource Center, an ESL staff development center for the state of Illinois. In addition, he served as developer and principal of the District 214 High School Newcomer Center (2001–2005), a comprehensive single-year high school program for recently arrived immigrant students.

Tammy Tiong

Tammy Tiong is a special education teacher for Grades K–3 at Dulce Elementary School on the Jicarilla Apache Indian Reservation in northern New Mexico, a position she has held for eight years. Prior to her work at Dulce Elementary School, she served as a teacher-naturalist at the Hidden Villa Environmental Education Program in the Los Altos Hills, where she conducted interactive presentations in diverse schools all over the Bay Area, bringing Grades PK–6 out to a 1,600-acre wilderness preserve, farm, and organic garden for educational field trips connected to their classroom curricula. Previously, she taught Grade 6 science at New Brighton Middle School in Santa Cruz, California, through an Americorps program, implementing a schoolyard garden and developing curriculum focused on Sustainable Agriculture and Ecological Design. She received her Special Education Teaching license through the alternative licensure program at Northern New Mexico College in Española while teaching on a waiver. She later completed a professional development dossier to earn her Level II Teaching License in Special Education. In 2007, she was named New Mexico State Teacher of the Year and was one of four finalists for National Teacher of the Year. She has been featured in books such as Randy Howe's *A+Educators: A World Class Tribute to Our Best Teachers* and J. William Towne's *Conversations With America's Best Teachers*.

Gretchen Weber

Gretchen Weber is a senior program associate at Learning Point Associates. She provides expertise for teacher quality policy, publications, products, and technical assistance. Within the work of the TQ Center, Weber coordinates TQ Center technical assistance for the regional comprehensive centers, including capacity-building events, such as issue forums and the annual conference. She leads the consultation and technical assistance services on induction and mentoring for multiple Illinois school districts, serves as a member of an Illinois policy team focused on induction and mentoring, and has contributed to the writing of induction program standards for the state. Weber has worked with a wide range of student populations in suburban

and urban settings. Having served in a leadership capacity during her years teaching, she acted as a technology facilitator, mentor, and lead teacher to provide technical assistance and professional development to assist teachers in improving the implementation of technology and differentiated instruction in reading, writing, and mathematics. Weber has presented nationally and locally to deliver professional development to many audiences and is certified by the National Board of Professional Teaching Standards. She earned her master's of education degree in curriculum and instruction from National-Louis University.

Rob Weil

Rob Weil is the deputy director of the educational issues department at the American Federation of Teachers in Washington, D.C. His responsibilities include implementing school improvement efforts at the state, district, school, and classroom levels. In addition, his work focuses on all areas of teacher quality with a special emphasis on professional development and performance-based compensation. Previously, Weil taught high school in Douglas County, Colorado, for 20 years. He helped develop and implement numerous improvement efforts including the district's performance pay plan for teachers. Now in its 15th year, the compensation plan has become the model for hundreds of school districts throughout the country. In 1995, he was elected president of the Douglas County Federation of Teachers, which represents approximately 3,000 Grades K–12 teachers.

Anne Weisberg, J.D.

Anne Weisberg, J.D., is a director in the Deloitte U.S. firms' talent organization and a specialist in the field of diversity, gender, and work/life integration. Most recently, Weisberg coauthored the best selling book, *Mass Career Customization: Aligning the Workplace With Today's Nontraditional Workforce* (HBS Press, 2007), and helped lead the internal implementation of mass career customization (MCC), a signature initiative of Deloitte's talent agenda. She also served on the National Advisory Commission to Workplace Flexibility 2010, a national campaign to promote flexibility as the new norm of the 21st century workplace. Prior to joining Deloitte, Weisberg was a senior director in the Advisory Services practice at Catalyst, where she advised clients on diversity strategies. Previously, Weisberg practiced law in New York and clerked for a federal judge in Chicago. She directed a large-scale study of women in the legal profession, *Women in Law: Making the Case* (Catalyst, 2001). Weisberg earned her J.D. from Harvard Law School.

Daniel Weisberg, J.D.

Daniel Weisberg, J.D., is vice president of Policy & General Counsel, at The New Teacher Project (TNTP). He leads initiatives to align district, state, and federal policies to the goal of providing quality teachers for poor and minority students and was coauthor of TNTP's acclaimed recent study, *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Prior to joining TNTP, Weisberg served as chief executive of Labor Policy and Implementation for the New York City Department of Education. In this role, he led negotiations between the department and the United Federation of Teachers that resulted in a series of groundbreaking reforms, including the city's highly regarded "mutual consent" system,

which gives teachers and schools the primary voice in school staffing. His distinguished record of policy achievements—including more rigorous tenure standards and principal and teacher bonus programs—has established him as a national leader in improving educational equality. Weisberg has nearly 20 years of experience in labor and employment law. Before working for the New York City schools, he was a partner in the New York office of Brobeck, Phleger & Harrison. In addition, he mentored and tutored inner-city middle and high school students. He holds a J.D. from New York University Law School.

Kathleen Whitmire, Ph.D.

Kathleen Whitmire, Ph.D., CCC-SLP, is the director of the RTI Action Network, a program of the National Center for Learning Disabilities (NCLD). She came to NCLD from the American Speech-Language-Hearing Association (ASHA) where she served as the director of School Services in Speech-Language Pathology, leading practices programs for more than 50,000 speech-language pathologists working in the schools. Previously, she held positions as a clinic supervisor and lecturer at Syracuse University and as assistant professor and chair of the Communication Disorders Department at The College of Saint Rose. She began her career as a school-based clinician in California and New York, where she worked for 14 years. A nationally certified speech-language pathologist, Dr. Whitmire is a board-recognized specialist in child language and an ASHA Fellow. She has authored more than 30 journal articles and chapters, has served as guest editor for three professional journals, and sits on the editorial board of *Topics in Language Disorders*. She has presented extensively at the state, national, and international levels on issues related to the academic and social implications of disabilities for youth, with particular interest in learning disabilities, stuttering, and deafness. She also has served in a variety of capacities for regional and state professional associations and boards, for which she has received two distinguished service awards and a special citation. Dr. Whitmire earned her master's degree and doctorate from the University of Rochester.

Doris Williams, Ed.D.

Doris Williams, Ed.D., is executive director of the Rural School and Community Trust (Rural Trust) and director of its Capacity Building Program. Formerly the Annenberg Rural Challenge, the Rural Trust is the leading national nonprofit organization addressing the crucial relationship between successful rural schools and thriving rural communities. Previously assistant dean and associate professor in the School of Education and director of University-School Partnerships at North Carolina Central University, Dr. Williams led the institution's teacher education program reform that included establishing three professional development schools and a professional development network of rural and urban school districts; improving and expanding early clinical experiences; developing year-long internships for preservice teachers; developing graduate program curricula, including a teachers-as-leaders tract for school-based mentors and clinical supervisors; and developing a candidate assessment plan for preservice and novice teachers. Dr. Williams cofounded, and subsequently directed, the North Carolina Center for the Study of Black History. She is also lead consultant, trainer, and national expert for several state and national school and community reform efforts. Williams completed 12 years of service on the Warren County, North Carolina, Board of Education, five as Board chairperson. She holds master's and Ed.D. degrees from North Carolina State University.

Darren Woodruff, Ph.D.

Darren Woodruff, Ph.D., is a principal research analyst at the American Institutes for Research and works on a variety of tasks related to school improvement and reform, supports for at-risk youth, and disproportionality in special education. Currently, Dr. Woodruff is project director for AIR's work on two federally funded centers: the National Center on Response to Intervention and the Great Lakes East Comprehensive Center at Learning Point Associates. He also directs a disproportionality technical assistance project with Rhode Island's department of education. Dr. Woodruff was a contributing author for the Harvard Civil Rights Project report, *Racial Inequity in Special Education* and has written and presented extensively on culturally and linguistically competent practices in education and supports for students at risk for educational failure. He earned his doctorate in educational psychology from Howard University.