

Great Teachers for Our City Schools

The 2nd Annual National Summit on Recruiting, Preparing and Retaining Urban Teachers

April 1-3, 2009

Curtis Hotel

Denver, Colorado

Plenary Session Presenters/Breakout Session Panelists and Introducers



Jill Adams is an assistant professor of English at Metropolitan State College of Denver where she teaches Teaching Composition 7-12 and Young Adult Literature. She is a former middle and high school English teacher and is currently director of the Viking Writing Center at Denver North High School.



Doug Baird is assistant dean for science education at Temple University and co-director of TUteach, a collaborative program of the Colleges of Education and Science & Technology that recruits, prepares and supports math and science teachers for high-need schools in the Philadelphia area. He also directs a summer science camp for middle school students and teaches a variety of biology courses, one of which was chosen as a top-20 best-practice course by The College Board. Prior to joining the Temple faculty in 2005, Baird conducted basic research in developmental neurobiology at Drexel College of Medicine.



Ellie-Ann Shahinian Baldwin is an associate professor and chair of teacher education at Metropolitan State College of Denver. While pursuing her master's degree at California State University, Chico, and doctoral study at Washington State University, she was involved in two federally funded grant programs that placed graduate students in high-need urban schools. She joined the Metro State faculty after teaching for five years at Mesa State College in Grand Junction, Colorado.



Gwendolyn Benson is associate dean of school and community partnerships at Georgia State University's College of Education. She previously served as director of educator preparation for the Georgia Professional Standards Commission, director of Atlanta Public Schools' Program for Exceptional Children, an associate professor at Southern University and Louisiana State University, and as a classroom teacher and administrator in urban schools.



Barnett Berry is president and CEO of the Center for Teaching Quality, Inc., a research-based advocacy organization in Hillsborough, N.C., dedicated to creating a 21st century teaching profession. Berry began his career in 1978 as an inner-city high school teacher and, over the years, has worked as a social scientist at the RAND Corporation, served as a senior executive with the South Carolina Department of Education and taught at the University of South Carolina. He played a major role in developing the blue-ribbon report of the National Commission on Teaching and America's Future and later leading its state policy and partnership-building efforts.

Kilian Betlach is a policy and practice associate with The Education Trust—West. Before joining EdTrust, Betlach taught 7th grade English Language Arts and English Language Development in east San Jose, CA, where he also coached basketball and served as the site representative to the local teacher association. He was the founding Institute director for the Oakland Teaching Fellows, summer training director for the Oakland City Teacher Corps, and worked as a professional learning community leader with Teach For America. Betlach wrote

Teaching in the 408, twice named one of the top-14 educational blogs in the country by the Washington Post.



Martha Bleeker, a survey researcher for Mathematica Policy Research Inc., has played an integral role in a federally funded study of the contribution of teacher induction programs to the retention and instructional practices of beginning teachers, and the academic achievement of their students. She is currently leading data-collection efforts for MPR's evaluation of Roads to Success, a program that helps students develop career goals and plans.



Tom Boasberg serves as the superintendent for Denver Public Schools. Formerly, Boasberg served as chief operating officer for the district. He has led the district's efforts to implement transparent student-based budgeting to allow school leaders greater flexibility over their school budgets and to significantly increase pay for teachers and principals who demonstrate growth in student achievement or work in high-poverty schools. He has also led efforts to expand full- day preschool slots from 500 to over 2,000, improve central services to schools, balance the district's budgets after many years of cuts, and introduce new schools in areas where schools had been performing poorly. Before DPS, Boasberg was group vice president for corporate development at Level 3 Communications. He also served as legal advisor to Reed Hundt, chairman of the Federal Communications Commission, and served for three years as Chief of Staff to Lee Chu-Ming, chairman of Hong Kong's largest political party.



Kathleen Boyd is a first year teacher at Clayton Partnership School in Thornton, CO. She holds a B.A. in Liberal Arts from Colorado State University and will be finishing her Master's of Arts in Curriculum and Instruction with a concentration in Urban Education in August from the University of Denver. She was a fellow from Cohort 4 of the Boettcher Teachers Program.

Kate Brennan is the site manager of the Denver Teaching Fellows program, which is an initiative of Denver Public Schools to recruit and train career changers to become teachers in high needs schools, in partnership with The New Teacher Project. The Denver Teaching Fellows is in its second year in DPS and recruits math, science, special education and bilingual Spanish elementary school teachers. Kate taught high school French through an alternative licensure program in North Carolina prior to moving to Denver to launch the Denver Teaching Fellows program in 2007.



Berti Brown is an education program manager for teacher leadership development in the Office of Leadership Excellence within Houston Independent School District. Having been a public school teacher for more than ten years, she has served HISD as a program coordinator, ELA and writing teacher, and district coordinator for smaller learning communities. Ms. Brown holds a Bachelor of Arts in Psychology and a Masters of Education in Curriculum and Instruction. Her doctoral research focus facilitates her strategically applying research in shaping learning organizations and environments.



Kathy Callum is a Denver native. A product of the Denver Public Schools, she received her baccalaureate degree from the University of Northern Colorado and Masters of Arts in Reading and Language Arts at Florida State University. Her thirty-two year career in public education included seventeen years teaching reading and english at Abraham Lincoln High School and fifteen years as an administrator at Abraham Lincoln and East High Schools. She retired as principal of East High School in 2007. She was appointed to Governor Ritter's P-20 Education Council where she continues to serve. She is currently the urban teacher partnership field experience coordinator at MSCD.



Geoffrey Canada is president and CEO of the Harlem Children's Zone (HCZ), the nation's most ambitious and closely watched effort to break the cycle of intergenerational poverty. Over the past decade, HCZ has created an infrastructure of supports for Harlem's poor children, ranging from a Baby College for parents, all-day pre-kindergarten and extended-day charter schools; to health clinics and community centers; to foster-care prevention and other family support programs. This year, HCZ will serve 8,000 children living in the 97-block Zone. Canada's work in Harlem has been widely covered in the media, including feature segments on *60 Minutes*, *The Oprah Winfrey Show*, *Nightline*, *Good Morning America* and National Public Radio's *On Point*.



Tom Carroll held a number of leadership positions in the U.S. Department of Education prior to being named president of the National Commission on Teaching and America's Future in 2001. He served as deputy director of the Fund for the Improvement of Postsecondary Education, and was founding director of the Preparing Tomorrow's Teachers to Use Technology (PT3) and Technology Innovation Challenge Grants programs. A Peace Corps volunteer in Lesotho in the late 1960s, Carroll subsequently taught at Clark University in Worcester, Mass., and managed research programs at the National Institute of Education.



Lewis Chappelle is a National Board certified engineering and design high school teacher, who cofounded the School of Engineering and Design at James Monroe High School in the Los Angeles Unified School District. He also cofounded the San Fernando Valley Aviation Aerospace Collaborative, which includes more than 40 local aerospace companies and community organizations. Chappelle also serves on numerous advisory councils and working groups such as: the California Teaching Performance Assessment, the California Standards for the Teaching Profession and the National Board for Professional Teaching Standards. He was named 2008 California Teacher of the Year, 2008 National Teacher of the Year Finalist and 2009 Distinguished Engineering Educator of the Year.



Victoria (Vicki) Chou has been dean of the University of Illinois at Chicago (UIC) College of Education since 1996. The College, a top supplier of excellent teachers and school leaders for Chicago's neighborhood schools, is recognized by U.S. News & World Report as a leading graduate school of education. Chou chairs UIC's Council on Teacher Education; co-chairs the International Reading Association's Literacy Leaders in Urban Teacher Education (LLUTE) Commission and recently co-edited a volume on the preparation of excellent urban teachers of literacy; and co-chairs the Council of the Chicago Area Deans of Education.



Trudy L. Clemons, a senior researcher at Mid-continent Research for Education and Learning (McREL), has played a leadership role in the evaluation of several state and district-level programs including the Reading First Initiative, in Virginia and South Dakota, and the Advanced Placement Incentive Program in Maine. She has also taught graduate and certification courses in instructional strategies, curriculum differentiation, child development and standards-based assessment. Prior to joining McREL, she served as a coordinator of research and program evaluation for the Albemarle County Public Schools in Virginia.



Anthony Cody is a National Board certified teacher who taught middle-school science for 18 years in the Oakland, Calif., public schools. He currently leads a team of mentors who support novice teachers in the district, is active in the Teacher Leaders Network and publishes a blog on the Teacher Magazine Web site.



Sharmila Basu Conger is a policy analyst at the State Higher Education Executive Officers (SHEEO). She is responsible for supporting the P-16 Professional Development Collaborative, which provides in-service professional training to K-12 educators. She participates in SHEEO policy studies and initiatives involving student access and success, accountability, knowledge resources, and teacher quality. Prior to joining SHEEO, Dr. Conger completed an internship in Technology and Communications Policy for the Western Cooperative for Educational Telecommunications (WCET) at the Western Interstate Commission on Higher Education (WICHE) where she examined venues for accreditation of Web-based courses and investigating barriers to adoption of online education.

Candace Crawford is a senior associate for pre-K–12 school and district assistance at the Education Trust, where her recent work includes a two-year study of the instructional practices of middle-school math teachers. Previously, she taught 6th-grade math and middle and high school history in New Jersey and Massachusetts, and served as assistant director of residential life and assistant women’s basketball coach at Bowdoin College. She currently serves as vice president of the board of trustees of Capital City Public Charter School in the District of Columbia.



Frank Cruse is an education program manager for teacher leadership development in the Houston Independent School District’s Office of Leadership Excellence. He is credited with developing the Teacher Leadership Development program and currently serves on the executive board for the Center for the Professional Development for Teachers at the University of Houston-Downtown. Frank, a product of the Houston ISD schools, has served in various capacities for more than 30 years in education. He holds a Bachelor of Science in Journalism/History and a Master of Science in Curriculum and Instruction.



Dale DeCesare is a senior associate at Augenblick, Palaich and Associates (APA), a Denver-based consulting firm specializing in education policy and school finance. An attorney and former writer for the Education Commission of the States, he has conducted and led a variety of policy studies and projects involving urban education, schools that close the achievement gaps for at-risk students, hard-to-staff schools and teacher quality.



Elizabeth Hope (Beth) Dorman is a professor of education and director of the Graduate Teacher Licensure/Master’s Program at Regis University in Denver. Over her career, she has taught English, French and Spanish at the high school level; served as a Peace Corps volunteer ESL teacher in Africa; conducted research in urban schools; and founded and directed two field-based graduate teacher education programs, including one that specializes in preparing and supporting urban educators.



Hillary Dow is the learning teams coordinator for The Newark Public Schools. In this capacity, she coordinates the work of Instructional Leadership Teams, consisting of administrators and teachers, in analyzing and addressing student needs and reflecting on instructional practices. Formerly a literacy coach and classroom teacher, Ms. Dow has been employed by The Newark Public Schools since 2000. She is a member of the National Commission on Teaching and America’s Future, New Jersey Policy coalition. In 2008, The Newark Public Schools received the National Commission on Teaching and America’s Future and Pearson Achievement Solutions National Award for Learning Teams.

Penny Engel deals with advocacy, policy, and program issues at the American Association of Colleges for Teacher Education (AACTE). Located in the nation’s capital, AACTE serves as a major voice on teacher preparation, representing nearly 800 schools, colleges, and departments of education across the country. Before joining AACTE, she served on the government relations staff of Educational Testing Service, and prior to that was with Mathematica Policy Research, and the University Research Corporation, all in Washington, DC.

Brooke Evans is an assistant professor of mathematical sciences at Metropolitan State College of Denver, where she is a member of the Mathematics Teaching and Learning group and has led the development of a Web-based, distance learning course designed to enhance the content knowledge of K-12 math teachers in rural Colorado school districts.



Laurie Forstner, project coordinator in the Georgia State University College of Education dean's office, provides support to multiple initiatives and projects that recruit and support area high school students, COE students, recent graduates, as well as COE's community partners. Since 2006, she has been the primary organizer and university liaison for the Advanced Academy for Future Teachers, overseeing most phases of its yearly planning, recruitment, and execution. Ms. Forstner has undergraduate degrees in mass communications and early childhood education. Prior experience includes promotional writing and design, events management, and grass roots organization for arts in local schools.



Tanya I. Garcia is a policy analyst with the State Higher Education Executive Officers (SHEEO). She works with the SHEEO/NCES Network on projects to strengthen state data systems, especially building stronger K-12 and postsecondary linkages, peer consultation networks and other projects to build stronger data and policy resources for state level decision-makers. Tanya previously served as P20 policy analyst at the New Mexico Higher Education Department, where she focused on implementation of a new statewide dual credit program, administered the state Achieving the Dream grant, and participated in a multi-agency data sharing effort.

Francine Gelbwachs is starting her 11th year with the Center X Teacher Education Program at the University of California, Los Angeles, where she works with high-school teacher candidates in their first and second year of graduate study and focuses on partnership building with teachers, administrators and parents in secondary schools in downtown Los Angeles. In 2000, she and her colleagues established TeachLA, a program for individuals interested in becoming teachers who are unable to attend graduate school fulltime.



Bonny Gildin is vice president of the New York City-based All Stars Project (ASP), a nonprofit organization that sponsors educational, performing arts and leadership development activities for thousands of economically disadvantaged children and young adults in seven U.S. cities. She is currently working with colleagues in the university community to establish a research and training institute in Newark, New Jersey, focused on studying and advancing the role of play in the social and cultural development of inner-city youth.



Beth R. Giles is currently the director of the University of Wisconsin System Institute for Urban Education. This program takes students from across the state and places them in urban schools for a variety of education experiences. Her dissertation addresses methods for improving urban preservice teacher education. Other research interests include: culturally relevant education, sociocultural identity development and school-community-university partnerships. Before joining the field of higher education, Beth taught in the Milwaukee Public School District.



Don Gilmore is a professor of mathematical and computer sciences at Metropolitan State College of Denver whose interests focus on teacher professional development and school mathematics reform. He has participated in several grant projects at Metro State as a curriculum specialist, and made numerous presentations at the state and national levels on the use of technology in math classrooms.



Felipe Golez is a professor in the department of teacher education at California State University, Long Beach (CSULB). He is the co-director of The Urban Teaching Academy. Dr. Golez is the director of the UTEACH program, the teacher preparation component of the UTA. In addition, Dr. Golez has written articles, book chapters, and curricula to advance university/urban school partnerships. Dr. Golez consults nationally on developing collaborative teacher education residency programs. His research focuses on collaborative teacher education programs, action research and university/school partnerships.



Maria Guajardo, is executive director of the Mayor’s Office for Education and Children in Denver. Focusing on the first two decades of life, the charge of her office is to champion educational advancement for children and youth in Denver. A licensed child psychologist, in 2005 she received a congressional commendation for her contributions to Latino education. Maria serves as a trustee to the University of Denver, Soka University of America, The Children’s Hospital, and The Denver Foundation. She recently was awarded the “Gandhi, King, Ikeda Award” by Morehouse College for her commitment to excellence in public education, the 2006 National Woman of Vision Award and the 2008 SGI Humanitarian Award.

Matt Gracey is currently completing his student teaching at East High School in Denver. He is in the secondary science licensure program through Metropolitan State College of Denver and is a member of the Urban Teacher Partnership program. Matt obtained a bachelors of science in wildlife biology from Colorado State University and has worked as a field biologist for the past six years.

Marquita Grenot-Scheyer is dean of the College of Education at California State University, Long Beach, where she previously served as associate dean for graduate studies and research and as coordinator of special-education master’s and credential programs. Among her areas of expertise are inclusive models of education for students with disabilities, collaboration with families of children with disabilities, and friendships and other social relationships of children with and without disabilities.

Cindy Gutierrez is director of the University of Colorado Denver’s Initial Professional Teacher Education (IPTE) programs, which provide graduate and undergraduate licensing options in elementary and secondary education. She works closely with K-12 and postsecondary faculty and administrators to nurture and develop IPTE’s Partner School Network comprising 27 schools in six Denver-area districts.



Anne Hallett is director of Grow Your Own Illinois, an innovative partnership that recruits and prepares nontraditional candidates to become highly qualified teachers. Previously, she founded and served 11 years as executive director of the Cross City Campaign for Urban School Reform, a network of school reform leaders in large cities. She also co-wrote the Chicago Annenberg Challenge proposal, which generated \$49.2 million for the city’s school reform efforts in the 1990s, and served as founder, chair and chief lobbyist for Citizens for Fair School Funding which advocated successfully for school finance reform in Washington State.



Carrie Harris, a researcher at Mid-continent Research for Education and Learning (McREL), has extensive experience evaluating the implementation of technology programs in urban school districts. Current and past projects include evaluating the delivery and effectiveness of professional development activities, increasing the representation of at-risk students in the areas of math and science, and integrating arts and humanities into core curriculum. Prior to joining McREL, she was an evaluator with the accountability, research and planning department of the Jefferson County Public Schools in Louisville, Ky.



Brooke Haycock, a playwright-activist with a background in student organizing, is artist-in-residence at The Education Trust. Brooke now spends most of her time back in schools with students and educators, listening to their experiences of equity in education. Inspired by the work of documentarians Studs Terkel and Anna Deavere Smith, Brooke mixes interview with performance to produce incisive chronicles of opportunity and achievement in America.

Sandra D. Haynes is dean of the School of Professional Studies at Metropolitan State College of Denver and a member of the steering committee for the college's Hispanic Serving Institution (HIS) Initiative. She serves on the boards of La Clinica Tepeyac and the Women's Bean Project, and is a member of the Colorado Reading First Task Force and Denver's Drug Strategy Task Force.



Afra Ahmed Hersi is an assistant professor of education at Loyola College of Maryland. Her area of expertise and research focuses on the impact of immigration on social identity, literacy and language development of adolescent English language learners, and social context education. She was recently recognized as a Kolvenbach Fellow and received a grant to explore literacy as a social justice among students at Baltimore's Cristo Rey High School. Hersi will involve undergraduate secondary education students in the research, which seeks to learn about the literacy lives of these high school students, e.g., how they use reading and writing inside and outside the classroom.



Eric Hirsch, director of special projects with The New Teacher Center at the University of California, Santa Cruz, has extensive experience and expertise in the area of teacher working conditions. Over the years, he has served as executive director of the Center for Teaching Quality, executive director of the Alliance for Quality Teaching and education program manager for the National Conference of State Legislatures. His work is largely focused on better understanding and improving teaching and learning conditions, recruiting and retaining teachers, and alternative compensation. He has surveyed more than 500,000 educators in 12 states over the past 4 years about their school environment.



Eileen Horng is a research associate at Stanford University's Institute for Research on Education Policy and Practice, where she directs a project focusing on the career paths of principals and teachers, district policies that affect the distribution of human resources across schools, and the impact of educator characteristics and mobility patterns on student outcomes. Her experience includes serving as director of research, assessment and accountability for the Redwood City, Calif., public schools, and working as a kindergarten and 3rd grade teacher in National City, Calif.



Charles C. Igel is a researcher at Mid-Continent Research for Education and Learning (McREL) whose recent work includes a meta-analysis of research on cooperative learning as an instructional technique, and a study of the correlation between teachers' classroom practices and student achievement. In addition to his methodological interests, Charles's research focuses on the nexus between cognition, learning, and instruction. Previously, he was a research assistant at the University of Virginia's Center for Advanced Study of Teaching and Learning, where he worked on the Teachers for a New Era initiative, a multi-university study of teacher-preparation programs.



Winston D. Jackson has served as principal of George Washington Carver Elementary and Bruce Street School for the Deaf in Newark, N.J. since September of 2005. He has used the Pearson Addressing Common Student Needs (The Seven Steps) Protocol to develop instructional leaders, improve the delivery of instruction and increase student achievement. Dr. Jackson holds a Bachelor of Science degree in Business Management/Industrial Relations from Seton Hall University (1990), a Master of Public Administration degree from Fairleigh Dickinson University (1998) and an Executive Educational Doctorate degree from Seton Hall University (2007).



Chris Jenkins is an assistant professor of secondary education at Metropolitan State College of Denver whose areas of expertise include the social foundations of teaching and curriculum, educational administration, international students in higher education and Native American education. Before teaching at the postsecondary level, he served as a high school English teacher, assistant principal and principal in urban, suburban and rural schools in Oklahoma.



Stephen Jordan is president of Metropolitan State College of Denver, one of the nation's largest public four-year colleges – serving 21,000 students on three campuses, and offering academic programs ranging from accounting to zoology. Over a 25-year career in higher-education administration, he has served as vice-chancellor of the University of Colorado Health Sciences Center; deputy executive director for finance and planning for the Arizona Board of Regents; executive director of the Kansas Board of Regents; and president of Eastern Washington University, where his accomplishments included establishing the Institute for Public Policy and Economic Development.



Nancy Kellogg's academic background is in the biological sciences and science education with graduate degrees from the University of Colorado and Purdue University. Her work over 40 years includes teaching high school and university biology, working as a science coordinator, conducting professional development for teachers, consulting with school districts, and working on several NSF and Department of Education grants. Currently she serves as an affiliate science education faculty member and consultant on the UTP grant at Metropolitan State College of Denver.



Patricia Kincaid joined Denver Public Schools October 2007 as a secondary science coordinator. She retired as district science coordinator from the Cherry Creek School District in Greenwood Village, after serving in that position for 12 years. She began her career with Cherry Creek as an elementary and middle school classroom teacher. She earned a bachelor of science in special education from Illinois State University in Bloomington, IL, and a masters degree in integrated studies (math, science, and technology) from the University of Northern Colorado. She has also served as adjunct professor for the Secondary Science Methods course at the University of Denver in the Teacher Education Program.



Leslee Koelemay has her M.A. in education with a focus on K-12 Mathematics from the University of Colorado Boulder and her B.A from the University of Northern Colorado in Elementary Education. Leslee has been an elementary teacher for the past seven years and has spent the last three teaching in a university partner school where she has been a mentor for new teachers and teacher candidates. Leslee was a mentor for the Boettcher Teacher Program in 2007-2008.



Dawn Kral-Kueter has taught secondary English for the past 11 years at Northglenn High School in Adams 12 5-Star Schools in Denver, Colorado. This year she is working as a student achievement coach for her building and serving as a facilitator of online professional learning for cooperating teachers that is part of a unique teacher leadership program with the University of Colorado Denver.

Sabrina Laine is chief program officer for Learning Point Associates, director of the national Comprehensive Center for Teacher Quality and principal investigator for the Center on Educator Compensation Reform. Laine is former acting director of the North Central Regional Educational Laboratory, and the author of studies on teacher supply and demand, professional development, alternative certification and teacher recruitment and retention.



Marjorie Larner is co-director of the Colorado Critical Friends Group and a coach for the International Studies Schools Network at the Denver Center for International Studies, a magnet program for students in grades 6-12. A former teacher, administrator and researcher, she works with educators across the country to help them develop and sustain collaborative learning communities. Her most recent book is *Tools for Leaders: Indispensable Graphic Organizers, Protocols and Planning Guidelines for Working and Learning Together*.



Todd Laugen received his Ph.D. in History from the University of Colorado. A former secondary History and Government teacher, Todd's research focuses on History Education as well as gender and politics in the 20th century West. He has supported the work of the Urban Teacher Partnership at Metropolitan State College of Denver for the past four years.



Chance Lewis is an associate professor and co-director of the Center for Urban School Partnerships at Texas A&M University, and serves as deputy director of the Center for African American Research and Policy at the University of Wisconsin-Madison. Previously he taught at Colorado State University, and was a high school teacher in East Baton Rouge Parish, La.



Paul E. Lingenfelter is president of the State Higher Education Executive Officers (SHEEO). He has focused on successful participation in higher education, accountability, and finance. Under his leadership, SHEEO organized and staffed the National Commission on Accountability in Higher Education, which in March 2005 issued its report: *Accountability for Better Results: A National Imperative for Higher Education*. He previously served as vice president of the John D. and Catherine T. MacArthur Foundation, where he established and led the MacArthur Foundation Program on Human and Community Development. Earlier, Dr. Lingenfelter served as deputy director for Fiscal Affairs for the Illinois Board of Higher Education.



Jim Loats is a professor of mathematics at Metropolitan State College of Denver. He earned his doctorate in logic and set theory from the University of Colorado, Boulder. He was co-principal investigator and mathematics team leader for a five-year project supported by the National Science Foundation's Collaboratives for Excellence in Teacher Preparation. During 2002-03, he worked fulltime as a Denver Public Schools math specialist. In his spare time, he plays Dobro in a bluegrass band and enjoys sailing and camping.



Karen Lowenstein is co-director for the Boettcher Teachers Program. Karen has worked with the program since its beginning, serving as associate director of secondary education and clinical professor for all secondary fellows. She completed her Ph.D. in Curriculum, Teaching, and Educational Policy at Michigan State University, where she taught courses in the foundations of education and teacher research and worked with student-teachers and mentors. Karen taught spanish and advanced placement spanish literature in two high schools in New Jersey.



Lynn Malarz is a senior policy analyst in the National Education Association's Department of Educational Policy and Practice. Her areas of expertise include educational leadership, teacher working conditions, special education and curriculum and instruction. Over the years, she has been a classroom teacher, elementary school principal, assistant superintendent for student services and director of professional development for the Council for Exceptional Children and the Association for Supervision and Curriculum Development.



Demarée K. Michelau is the director of policy analysis at the Western Interstate Commission for Higher Education (WICHE). The author of numerous education

reports, policy briefs, and magazine articles, she has experience in higher education policy on issues such as accelerated learning options, adult learners, college affordability and access, K-16 reform, and postsecondary remedial education. Previously, she worked for the National Conference of State Legislatures as a policy specialist. Michelau received her bachelor's degree in public law from Northern Illinois University and her master's degree in political science from the University of Colorado at Boulder where she is currently a Ph.D. candidate.

Jessica Morffi serves as a government relations manager under the marketing and public affairs division of Educational Testing Service in Washington, DC. Jessica is responsible for legislative/regulatory monitoring and analysis with particular focus on federal and western state level activity and building strategic alliances with key policy makers. Previously, Jessica served on the accountability and assessment team as a policy advisor in the Office of the Assistant Secretary within the Office of Elementary and Secondary Education at the US Department of Education. In that capacity, she was responsible for managing a portfolio of states including monitoring and evaluating assessment and accountability provisions of No Child Left Behind.



Peter C. Murrell Jr. is dean of the School of Education at Loyola College in Baltimore, Md., professor of urban education and director of Loyola's Center for Innovation in Urban Education. He began his career as a high school teacher in Milwaukee and, over the years, has taught and held administrative positions at Alverno College, Marquette University and Northeastern University. His expertise is in cognitive learning theory, educational psychology and the sociocultural contexts of teaching and learning. His current research focuses upon the development of academic identity and racial identity as a joint process of learner achievement and teacher effectiveness. His most recent book is *Race, Culture, and Schooling: Identities of Achievement in Multicultural Urban Schools*.



John L. Myers is vice president of Augenblick, Palaich and Associates (APA consulting), a Denver-based national consulting firm specializing in education policy analysis and teacher quality and compensation issues. Prior to joining APA, he was education program director for the National Conference of State Legislatures, served six years in the Kansas House of Representatives and worked as executive assistant to the governor of Kansas. He has been a state policy advisor for the National Board for Professional Teaching Standards since 1997.

Lori Nazareno is a teacher at Barnum Elementary School in Denver who serves as a director of the National Board for Professional Teaching Standards. Previously, she taught in the Miami-Dade County public schools, where she was a finalist for the district's 2002 Teacher of the Year award.



Honorine Nocon is an associate professor at the University of Colorado Denver (UCD) specializing in bilingual education, ESL and the role of culture in learning; a member of UCD's Laboratory of Learning and Activity, which engages doctoral students in community-based action research; and an external ethnographer with the European Fifth Dimension's School of Tomorrow Project. Her research focuses on development in diversity, with particular emphasis on postsecondary learners and local and global university-community-school collaboration.



Barbara O'Brien is a long-time advocate for young children and teens and has a history of innovative policy initiatives. Prior to becoming Lt. Governor, O'Brien spent 16 years as president of the Colorado Children's Campaign, a statewide public policy and advocacy nonprofit organization. Her leadership has produced major statewide policy initiatives that increased funding for schools, created charter schools, expanded early childhood education, increased access to health care for uninsured children, reduced teen smoking and expanded after-school programs. As lieutenant governor, O'Brien has an ambitious agenda for education, health and wellness, and aerospace issues.



Susan L. Ogletree is director of the Educational Research Bureau for the Georgia State University College of Education. She holds a Ph.D. in Educational Policy Studies and oversees both pre-award and post-award activities with external funding for the College of Education in excess of \$13 million. Through the Bureau, Dr. Ogletree also works with local school systems at their request, providing survey research and program evaluations. Dr. Ogletree also holds an Ed.S. in Educational Leadership and an Ed.S. in Professional Counseling. She served as a principal for 20 years.



Cynthia Onore is a professor in the Department of Curriculum and Teaching at New Jersey's Montclair State University, where she previously served as director of the Center of Pedagogy. A former high school English teacher in Newark and New York City, she was founding director of teacher education at the New School University and has been a faculty member at Teachers College, Columbia University; Syracuse University; and the City University of New York. She is co-author of *Learning Change: One School District Meets Language Across the Curriculum*.



Leah Pearson is a clinical professor for the Boettcher Teachers Program in Denver. Leah completed her M.A. in education with a focus in social sciences in education from Stanford University. Her thesis is entitled, "Yoga goes to school: Adopting and sustaining a teacher-initiated school reform." Prior to her graduate work, Leah spent five years as a bilingual third grade teacher at Harrington Elementary school in Denver Public Schools. Leah is fluent in Spanish and has lived in Mexico City, Chile and Ecuador. Additional experience in urban education includes extensive work with Summer Scholars, a community program for disadvantaged readers in Northeast Denver.

Francine Peterman is a professor in the Department of Curriculum and Foundations at Cleveland State University and has served as an urban teacher educator for seventeen years since attaining her Ph.D at the University of Arizona. Peterman writes about urban teaching and teacher preparation, standards for urban teacher education, inquiry-based teaching and learning, and the invention of cultures and practices that support renewal that is socially just.



Theress Pidick former teacher, instructional coach, literacy coordinator, and professional development director, is the Director of the Urban Teacher Partnership (UTP) in collaboration with Metropolitan State College of Denver and University Partnerships for the Denver Public Schools (DPS). She works to create a seamless pipeline for new teachers entering DPS with a focus on the collaboration of recruitment/field work, induction, professional development, and principal leadership. She's also a facilitator for the National School Reform Faculty and a member of the Colorado Critical Friends Group (CCFG) professional development team since its inception.

David Pines has been a 4th grade teacher at Edison Elementary in Denver Public Schools for the past 9 years and an educator for 17 years. As an emerging teacher leader, David serves as a facilitator of on-line professional learning for cooperating teachers that is part of a unique teacher leadership program with the University of Colorado Denver.



Esrom Pitre is an assistant professor of secondary education and field placement coordinator for the Urban Teacher Partnership at Metropolitan State College of Denver. A former social studies teacher and basketball coach, Pitre has worked in public schools in Fort Collins, Colorado, and East Baton Rouge and Ascension parishes in Louisiana. His research interests include multicultural teacher education and the overrepresentation of African-American males in special education programs.

Anne Rogers Poliakoff is director of the Teachers for a New Era Learning Network, which includes 30 colleges and universities engaged in the reform of university-based teacher preparation. Previously, she conducted case studies for the U.S. Department of Education Labor Market Responsive Community Colleges project and co-authored a guide to labor-market roles

for community college presidents. From 2000 to 2003, she was managing editor of the monthly publication *Basic Education: A Journal of Teaching and Learning in the Liberal Arts*.



Stevi Quate has been in education for three decades. She has been a language arts teacher at the middle and high school level, professor at several universities, co-director of the Colorado Writing Project and Colorado Critical Friends, and literacy coordinator at the Colorado Department of Education. She is the co-editor of Colorado Reading Journal. Her other publications include a chapter on Critical

Friends in *Powerful Designs in Professional Learning* and articles in professional journals. Her book, written with John McDermott, *It's All About M.E.: Motivation and Engagement*, will be published in the summer by Heinemann. Currently, she works with schools and districts throughout the states and internationally.

Heidi Ramirez is director of the Urban Teacher Collaborative at Temple University, a partnership of the College of Education, the Center for Research in Human Development and Education and Philadelphia-area schools and districts. Previously, she was a program consultant at the William and Flora Hewlett Foundation, where she provided advice on investments in urban education, district-level reform, and initiatives to improve teaching and learning for English-language learners; worked at Stanford University's Center for Research on the Context of Teaching; and served as a special assistant to the deputy secretary of the U.S. Department of Education.



Greg Reed is the director of the Alternative Licensing Programs at Metropolitan State College of Denver. Mr. Reed has 30 years of experience as a teacher and administrator in urban schools districts in the Denver area and has spent the past four years in his current role at Metropolitan State College.

Additionally, Mr. Reed is a principal mentor in the University of Northern Colorado's, School Leaders for Colorado Program which provides an alternative licensing route for administrator licensing.

Todd Reimer is an assistant professor of secondary education at Metropolitan State College of Denver. He has taught in public high school classrooms; served as an assistant professor of Instructional Technology at the University of Texas at Austin; and worked on research projects regarding civics education for the National Science Foundation. He continues to work on action-research projects in public schools related to student motivation, learning communities, and authentic performance and assessment.

Jamey Roberts, a partner at The New Teacher Project, oversees the Chicago Teaching Fellows program as well as several staffing initiatives aimed at improving teacher hiring practices in low-performing schools. Before becoming partner, he served as director of operations for the Mercy College New Teacher Residency Program in New York City.



Esther M. Rodriguez is principal investigator and director of the federally funded Urban Teacher Partnership at Metropolitan State College of Denver. Prior to joining the college in 2007, she headed an education consulting practice, was vice-president for development at the Education Commission of the States, and served as associate executive director for the State Higher Education Executive Officers where she

headed national policy initiatives on P-16 collaboration, teacher quality, workforce development and diversity in higher education. She is a former urban high school teacher and a licensed attorney.

Excier J. (E.J.) Rodriguez, a former middle-school teacher and mathematics specialist, is director of English-language acquisition for Denver Public Schools. He is a graduate of the University of Denver's Ritchie Program for School Leaders, and has been a secondary math methods instructor for the university's Boettcher Teachers Program.



Lewis Romagnano, professor of mathematical sciences at Metropolitan State College of Denver, spent 14 years as a high school teacher before joining the Metro State faculty in 1991. He was co-principal investigator of the federally funded research project Learning to Teach Secondary Mathematics, a five-year longitudinal study of teacher learning. He was also co-director of the Interactive Mathematics

Project/Rocky Mountain Region and its successor, the Rocky Mountain Mathematics Leadership Collaborative.

Rebecca Rosenau has been an educator for over half her lifetime. She received her Elementary Education B.A. degree from Hastings College in Nebraska, continued her education earning a Master's Degree from UC at Denver in Curriculum and Instruction, and then completed the Principal Leadership Academy at DU. Ms. Rosenau has been at Samuels Elementary since 1985. She served on various school, district, and union committees. At present she is serving on the SLT, is an AR, is in her 4th year as IIC co chair, heads school ISA team and is CELA SAL. She assisted in the development and worked on the DCTA Promoting School Success publication.



Ariel Sacks teaches eighth grade English and serves as a team leader at a middle school in Brooklyn, NY. She is a member of the Teacher Leaders Network and is currently working with the TeacherSolutions 2030 team on a collaborative book about the future of teaching and learning, to be published by Teachers College Press in 2010. Ariel has published articles about her work in *Teacher Magazine* and the *NY Daily News*.



Carmen Sanjurjo has been involved in education for over thirty years of her life. She has an M.A., Ed.M., and ED.D. from Teachers College, Columbia University. In New York City she was a professor and Academic Dean at Boricua College. Dr. Sanjurjo is a retired DPS teacher. She has been involved in several DPS/DCTA committees including the Denver Plan Committee and the DPS/DCTA Instructional

Issues Council where she still serves. She is now an assistant professor of Education in the Department of Teacher Education at Metropolitan State College of Denver and is a faculty member of the Urban Teacher Education Program.



Susan M. Schelble is assistant professor of Chemistry at Metropolitan State College of Denver. She serves on the Board of Directors for the American Chemical Society Examinations Institute; she serves as Councilor for the American Chemical Society, Chair of the Subcommittee for ACS Ethics Education; and a Member of the Colorado Chemistry Teachers' Association. Dr. Schelble's research interests include: preparation of organophosphorus compounds with amino acid ligands and Chemical Education Pedagogy.

Kent Seidel is associate professor and chair of the P20 Leadership Programs at the University of Denver, and serves as executive director for the Alliance for Curriculum Reform, a collaborative of more than 20 national education organizations. His research focuses on effective uses of student achievement data in school improvement and the evaluation of teachers and school administrators. He is principal investigator for the large-scale longitudinal study of novice teachers in Ohio, part of the Teacher Quality Partnership, linking teacher preparation and induction to value-added student achievement data and school contexts.



Pamela Shamburg is a social studies teacher and Urban Teaching Partnership site coordinator at Lake Middle School in west Denver. She has worked in Denver Public Schools for eight years, and served on the district's high school U.S. history redesign committee.



Erin Shea is a 2nd year teacher at Edison Elementary School in Denver Public Schools. As an emerging teacher leader, Erin serves as a facilitator of on-line professional learning for cooperating teachers that is part of a unique teacher leadership program with the University of Colorado Denver.



Caroline Shimozato, director of site launch and development for The New Teacher Project, oversees the launch and development of program sites for the organization's training and certification business line. Her career in education includes working as an elementary school teacher in San Francisco; coordinating the development process for state-level K-12 assessments for WestEd; and serving as director of training for School Loop, a Web-based provider of communication and collaboration software for K-12 schools.



Tommy Smigiel has worked for Norfolk Public Schools all 9 years of his education career. Tommy came back to his alma mater, Norview High School and taught Earth Science for five years. During this period, he led the Earth Science team to increase the Virginia SOL scores from 49% to 86%. In 2005, he was selected to lead a Small Learning Community and teach Teen Leadership to at-promise 9th graders. In 2008, Tommy was selected as Teacher of the Year for his school, city, region and state. He was also one of four finalists for 2008 National Teacher of the Year. He is currently serving his first year as an assistant principal at Granby High School in Norfolk.



Lee-Ann Stephens is the 2006 Minnesota Teacher of the Year. She is currently one of the founding teachers of KIPP Stand Academy in Minneapolis, Minnesota. KIPP Stand Academy is part of a network of public charter schools that seek to educate underserved populations. Lee-Ann has been teaching for 19 years, in urban and suburban school districts. She has had many leadership roles, including: she serves as the K-12 representative on a statewide committee that is investing in the future of Minnesota's students, a district equity team leader, an Asset Champion for the city of St. Louis Park, and a professional development leader. Lee-Ann never wavers in her belief that teachers are a part of the noblest of professions.

Jennifer Stern is the executive director of the Janus Education Alliance, overseeing DPS' partnership with Janus Capital Group to improve the recruitment, development and retention of high-performing teachers. In this role, she oversees the Denver Teacher Residency program, a series of initiatives with DPS's university partners and alternative teacher prep programs to maximize the quality of teacher candidates, the DPS induction and mentoring program, and the development of DPS's Professional Development strategy.

Mark Storz is associate dean for graduate studies in the College of Arts and Sciences at John Carroll University in University Heights, Ohio. He is also an associate professor in the Department of Education and Allied Studies. His research focuses on urban young adolescents and their perceptions of their schooling experiences which he uses in his work with pre-service teacher candidates and in professional development with teachers. Prior to coming to the university, Mark worked as a middle school teacher, assistant principal and principal in a variety of settings.



Linda Symcox is a professor of teacher education and co-director of the Urban Teaching Academy at California State University, Long Beach. She is a former associate director of the National Center for History and the co-editor of two recently published books: *Social Justice, Peace, and Environmental Education: Transformative Standards* and *The Problem of the Canon and the Future of Teaching History*.

Beverly Thurman-Baldwin is a teacher-librarian in Denver Public Schools and a member of the district's Instructional Issues Committee. Previously, she taught for nearly 20 years in California, where she helped develop the New Teacher Network for the Hawthorne School District and was active in the California Teachers Association.

Kim Ursetta is a National Board-certified elementary school teacher who is serving her second term as president of the 3,000-member Denver Classroom Teachers Association. Over the past several years, she has served on Colorado Governor Bill Ritter's Quality Teaching Commission and the National Education Association's Professional Standards and Practices Committee, and been an active member of the Teacher Union Reform Network.



Lisa Vahey is a former award-winning Chicago Public Schools classroom teacher and literacy coach and founder of the New Teachers Network at the Center for Urban School Improvement at the University of Chicago. CNTC now supports 120 Chicago Public Schools with high quality induction, literacy and leadership development.

Lisa is responsible for developing and maintaining the partnership work with the district and the state, as well as the other external partners critical to CNTC's success, including a focus on literacy teaching and learning, induction policy, communication, and strategic growth.



Peter M. Vigil is an assistant professor of early childhood education at Metropolitan State College of Denver. He has taught in bilingual and regular elementary-school classrooms; served as an instructor on the Denver and Boulder campuses of the University of Colorado; and worked on research projects for the National Center for Culturally Responsive Educational Systems, the Colorado Student Assessment

Program and the Latino Research and Policy Center.

Jennie Whitcomb is the associate dean for teacher education at CU Boulder. She began her teaching career as a middle and high school English teacher. Since moving to Colorado in 1997, her work has focused on preparing teachers for Colorado classrooms. She is the co-editor of the *Journal of Teacher Education*.



Jean Williams is vice president of research and evaluation at Mid-continent Research for Education and Learning (McREL). She oversees McREL's scientifically based research on education programs, products, and policies. Previously, she served as director of the Center for Research in Education, as deputy executive director for programs for SERVE at the University of North Carolina, as director of research,

evaluation, and testing for Indianapolis Public Schools, and as an educational consultant and elementary school teacher. She holds a Ph.D. and M. Ed. in Educational Research and Evaluation from Virginia Tech University and the University of North Carolina, respectively.



Dottie Willis is an assistant professor in the School of Education at Bellarmine University in Louisville, Ky. From 2002-07, she worked as the writing specialist for the Jefferson County, Ky., Public Schools, responsible for English curriculum, language arts assessments, professional development and mentoring writing teachers. She has been a member of the Kentucky Writing Advisory Committee for

the past 10 years and is author of the writing curriculum for National Public Radio's *This I Believe* project.