



## Great Teachers for Our City Schools

### *Presenters & Panelists*

**Linda Alston**, a kindergarten teacher at Farrell B. Howell K-8 School in northeast Denver, was honored in 2006 with the first \$100,000 Kinder Excellence in Teaching Award. Alston, who has taught in Denver Public Schools since 1989, is a former Fulbright Scholar who has studied and taught abroad, and the author of *Why We Teach: Learning, Laughter, Love and the Power to Transform Lives*.

**Isbelia Arzola** is coordinator of Des Moines (Iowa) Public Schools' Teacher Quality Partnership. A former special education teacher and community college instructor, she has an extensive background in coordinating practicum and student teaching in various settings, and counseling and working with college students of diverse backgrounds.

**Jaime Aquino** was appointed chief academic officer for Denver Public Schools (DPS) in September 2005, bringing with him a wealth of experience as a teacher and administrator in English Language Acquisition, math and science in the New York City and Hartford, Connecticut, school systems. Under his guidance, DPS has placed a stronger emphasis on teacher training and on instructional leadership development for elementary, middle and high school principals.

**Linda Bailey** is program advisor for Educational Testing Service's scholarship and recognition programs. She works with K-12 teachers and administrators, state education agencies and postsecondary institutions to promote student achievement and best practices in teaching, and ensures that the program goals of clients are met through regular and thorough consultation, benefit analysis and proper design.

**Ellie Baldwin** is an associate professor of secondary 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 recently joined the Metro State faculty after teaching for five years at Mesa State College in Grand Junction, Colorado.

**Katherine Bassett**, director of educator relations for Educational Testing Service (ETS), had a 26-year career as a library media specialist at the middle school level, and was selected as New Jersey Teacher of the Year in 2000. While at ETS, she has coordinated the organization's work with states using Praxis licensure assessments, led the development of National Board for Professional Teaching Standards certificates for library media and literacy, and been instrumental in establishing the National Teacher Forum and other partnerships.

**Robert Beam**, an instructional specialist for Denver Public Schools, is currently working on the implementation of technology-based collaborative knowledge-management systems with support from the Teachers Learning in Networked Communities (TLINC) initiative.

**Debbie Benefield** is a second-term Democratic state legislator whose district includes Colorado's largest school system, Jefferson County Schools. A former small business owner and financial officer for a nonprofit foundation, Benefield is vice-chair of the House Finance Committee and serves on the House Education Committee. She is currently Colorado state director for the National Federation of Women Legislators.

**Michael Bennet** was managing director for Anschutz Investment Co. and served two years as Denver Mayor John Hickenlooper's chief of staff before being appointed, in July 2005, to the superintendency of Denver Public Schools. Under his leadership, the district has developed a strategic plan to guide the creation of unique professional development opportunities for teachers and principals, alignment of the curriculum and implementation of student-based budgeting. Bennet is a graduate of Wesleyan University and Yale Law School, where he was editor-in-chief of *The Yale Law Journal*.

**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 and director of Atlanta Public Schools' Program for Exceptional Children.

**Barnett Berry**, founder and president of the Center for Teaching Quality, began his career in 1978 as an inner-city high school teacher. Over the years, he has worked as a social scientist at the RAND Corporation, served as a senior executive with the South Carolina Department of Education and directed an education policy center while teaching 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.

**Linda Black** is project manager for the National Commission on Teaching and America's Future/Georgia State University Induction Project. She previously served as director of the Metro West Georgia Learning Resources System, a special-education teacher, parent and student agency based in Atlanta.

**Martha Bleeker**, a survey researcher for Mathematica Policy Research Inc. (MPR), 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.

**Dana Boyd** was named 2007 Texas Elementary Teacher of the Year, the first African-American teacher in the state to be so honored. She is currently assistant principal at Dolphin Terrace Elementary School in the Ysleta Independent School District in El Paso, where she has taught since 1999.

**Andra Brill**, executive co-director for the Boettcher Teachers Program in Denver, has spent more than 15 years working in elementary classrooms as a bilingual teacher, district literacy coach and supervisor of new teachers. She is fluent in Spanish and has worked in urban public schools throughout her career.

**Rex Brown** is an author, former teacher and principal, and founding executive director of P.S. 1 Charter School, an interdisciplinary, project-based, inner-city middle school/high school in

Denver. He is currently interim director of teacher education at the University of Denver. His most recent book is *It's Your Fault! An Insider's Guide to Learning and Teaching in City Schools*.

**Michelle Bullock** is Teach for America's vice-president of diversity and inclusiveness. Previously, she served as director of the National Urban League's Whitney M. Young Center for Urban Leadership, where she managed training and professional development programs, staff and constituent relations, and recruitment and retention strategies.

**Kathy Callum**, who was educated in Denver Public Schools and has worked for the district since the mid-1970s, taught reading and English at the middle- and high-school levels for many years before moving into the administrative ranks in 1992. She has served as assistant principal and principal at Abraham Lincoln High School and East High School, and is currently interim principal at Martin Luther King Jr. Early College in northeast Denver.

**Thomas 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 on nonformal education and lifelong learning at the National Institute of Education.

**Susan Catapano** is associate professor of early childhood education at the University of Missouri-St. Louis and director of the St. Louis Teacher Enhancement Project, which is supported by a \$3.2 million Teacher Quality Enhancement grant. She is an active member of local, state and national organizations focused on the education of young children.

**Linda Champney** is assistant professor of secondary education at Metropolitan State College of Denver. She has taught in public schools in Texas and California, and was among the first teachers in Colorado to be certified as a master teacher by the National Board for Professional Teaching Standards.

**Lou Cicchinelli**, executive vice-president of Mid-continent Research for Education and Learning (McREL), is a cognitive psychologist with more than 25 years of experience in studying and evaluating education, training and social systems. He currently oversees all research and development projects at McREL including the Success in Sight program, which focuses on blending "scientific" and "artistic" approaches to school improvement.

**Tom Clark**, executive vice-president of the Metro Denver Economic Development Corporation and the Denver Metro Chamber of Commerce, has more than 30 years of experience at the state, regional, county and city levels. He was chosen as one of the nation's top economic development professionals by the Council on Urban Economic Development, and is a recipient of the Arthur D. Little Award for Excellence in Economic Development.

**Trudy L. Clemons**, a senior researcher at Mid-continent Research for Education and Learning (McREL), has directed the evaluation of division- and school-based programs and initiatives, and advised instructional administrators, principals and lead teachers on the development, analysis and administration of division and school assessments. Prior to joining McREL, she served as research and program evaluation coordinator for the Albemarle County Public Schools in Virginia.

**Velma Cobb**, vice-president of education and youth for the National Urban League, began her career as an elementary school teacher and reading specialist. Before joining the League, she was deputy director for the National Commission on Teaching and America's Future and co-director of the Professional Development Schools Network, an initiative of the National Center for Restructuring Education, Schools and Teaching.

**Sharmila Basu Conger** is a policy analyst with the State Higher Education Executive Officers (SHEEO) whose work focuses on fostering communication and collaboration among the federal government, state higher education agencies and national associations on policy issues bridging K-12 and postsecondary education. Prior to joining SHEEO, she served as a fellow in technology and communications policy at the Western Interstate Commission on Higher Education.

**Edward Crowe** is senior advisor for higher education programs at the Carnegie Corporation of New York and a senior consultant at the National Commission on Teaching and America's Future, where he works on teacher preparation projects, research on the cost of teacher turnover, and efforts to improve how the United States identifies and develops high-achieving students for careers in science, mathematics, engineering and technology. He has extensive experience in state and federal higher education policy, and served as the first director of the U.S. Department of Education's Teacher Quality Enhancement Program.

**Linda Curran**, interim provost/vice-president for academic affairs at Metropolitan State College of Denver, has 20 years of experience in public postsecondary education spanning faculty, administrative and policymaking roles. Her academic discipline is anthropology, with a secondary emphasis in business.

**Kyle Dahlem**, whose professional experience includes 26 years as a K-12 English teacher and librarian, is director of teacher education and the Minority Teacher Recruitment Center for the Oklahoma State Regents for Higher Education. She has served on the Oklahoma Commission for Teacher Education and the National Board for Professional Teaching Standards.

**Wallace Dominey**, a former research biologist, is director of K-12 science initiatives for Rice University's Center for Education. He has spent the past decade developing programs of systemic change in K-12 science teacher professional development to serve Houston-area school districts. He also directs the Rice Regional Collaborative for Excellence in Science Teaching and serves as president of the Metropolitan Association of Teachers of Science.

**Martille Elias** is an assistant professor at the University of Missouri-St. Louis, where she teaches courses in literacy and elementary education for pre-service teachers as well as graduate students. Her research interests include family literacy, literacy as social practice, critical literacy in early childhood and urban literacy pedagogy. She is an active member of the National Council for Teachers of English and the International Reading Association.

**Segun Eubanks**, director of teacher quality for the National Education Association, has extensive experience working in and with public schools and postsecondary institutions to promote access and opportunity for disadvantaged students. A former college admissions officer, he has served as coordinator of the Louisiana Consortium on Minority Teacher Supply and Quality, executive director of the Community Teachers Institute and vice-president of Recruiting New Teachers Inc.

**Joan L. Foster** is dean of the School of Letters, Arts and Sciences and a professor of biology at Metropolitan State College of Denver. Foster, who joined the Metro State faculty in 1990, served as faculty senate president for three years and chaired the biology department before assuming her current position. In 2005, she was honored with the college's Distinguished Service Award.

**Sandra Foster**, a researcher at Mid-continent Research for Education and Learning, is a veteran educator who has taught at the elementary, secondary and postsecondary levels. She served as program coordinator for the associate arts in teaching degree program at Austin Community College in Texas, where she developed curriculum designed to prepare pre-service teachers for culturally diverse and urban classrooms.

**Kathleen Fulton** is director for Reinventing Schools for the 21<sup>st</sup> Century at the National Commission on Teaching and America's Future (NCTAF), principal investigator for the federally funded Teachers Learning in Networked Communities project, and the lead author of a number of NCTAF's recent reports. She is a former project director for the Congressional Web-Based Education Commission and worked for 10 years as a policy analyst for the U.S. Congressional Office of Technology Assessment.

**Francine Gelbwachs** is starting her tenth 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.

**Donald Gilmore** is a professor of mathematical and computer science 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.

**Drew Gitomer** is distinguished researcher at Educational Testing Service (ETS), where his current studies include developing principles for the design of constructed-response assessments, redesigning accountability systems and understanding the academic profile of prospective and practicing teachers. During his 23 years at ETS, Gitomer has spearheaded efforts to broaden the nature and design of educational assessments, and coordinated projects such as Arts PROPEL, a portfolio assessment effort involving middle- and high-school teachers and students in music, visual arts and writing.

**Donna Glassman-Sommer** is program manager for new teacher development in the Tulare County (California) Office of Education, assistant manager of the California Teacher Recruitment Program and director of the Project IMPACT teacher intern program. She is a trainer for the Josephson Institute and has taught character education courses at the national level and for Tulare County's alternative certification program.

**Jane Goff**, a member of the Colorado Board of Education taught middle and high school French in Jefferson County, Colorado's largest school district. During her 34-year teaching career, she served as the district's coordinator of world languages, supervised the district's world language curriculum, and directed the first-year language teachers' induction program. Goff also served as

president of the Jefferson County Education Association and vice president of the Colorado Education Association focusing her efforts on the association's work in the area of teaching and learning.

**Phillip Gonring**, a senior program officer at Rose Community Foundation in Denver, is the immediate past president and co-chair of the board of directors for Grantmakers in Education. He is a former high school English teacher, founding co-principal of the Rocky Mountain School of Expeditionary Learning and the principal author of *Pay-for-Performance Teacher Compensation: An Inside View of Denver's ProComp Plan*, published by Harvard Education Press in August 2007.

**Robert Goodman**, 2006 New Jersey Teacher of the Year, teaches physics and environmental science at Bergen County Technical High School, where he is also science chair and pre-engineering manager. Before entering teaching, Goodman had a 20-year career in the audio industry, and was president and CEO of Harman Kardon, JBL Consumer Products and Onkyo International Operations. He is currently vice-chair of the New Jersey Center for Teaching and Learning and a member of the state's High School Redesign Advisory Committee.

**Maria Guajardo**, executive director of the Mayor's Office for Education and Children in Denver, began her career as a teaching assistant in a trilingual classroom, and over the years has been a bilingual school psychologist, dropout-prevention coordinator for the Colorado Department of Education and co-director of the Colorado Preschool Project. In the mid-1990s, she served as executive director of the Latin American Research and Service Agency, and was founding executive director of Assets for Colorado Youth, a \$10 million positive youth development initiative.

**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.

**Carrie Harris** is a researcher at Mid-continent Research for Education and Learning whose 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.

**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.

**Mark Hinson** is assistant superintendent for human resources at Adams County 12 Five Star Schools.

**Cheryl Hopper**, a former high school social studies teacher, is director of the Montclair State University Network for Educational Renewal, a partnership between the university and 25 New Jersey school districts dedicated to advancing the simultaneous renewal of P-12 schools and teacher education.

**Gloria Jemison** is assistant superintendent in charge of federal programs for the Birmingham City Schools in Alabama. In her 26 years with the district, she has been a math teacher, magnet school facilitator and award-winning high school principal; director of K-8/middle schools; and executive director of professional development.

**Eric Johnson**, assistant professor and director of urban education at Drake University in Des Moines, Iowa, has experience working with urban and suburban school districts to improve student academic performance and instructional delivery. He regularly facilitates workshops with teachers, administrators and students that focus on developing cross-cultural knowledge and skills to promote learning in diverse settings.

**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.

**Brad Jupp** worked for 19 years as a teacher and an activist in the Denver Classroom Teachers Association prior to being appointed in 2005 as senior academic policy advisor to Denver Public Schools Superintendent Michael Bennet. From 1999 to 2005, he led the joint district/union effort to develop and implement Denver's innovative Professional Compensation System for Teachers (ProComp).

**Stevan Kalmon** is director of the Council on 21st Century Learning and an adjunct professor at the University of Colorado Denver, where he teaches courses on technology leadership and instructional design. A former classroom teacher, Kalmon served as information literacy and technology coordinator for Denver Public Schools and as a senior consultant for the Education Technology Center at the Colorado Department of Education.

**Jamie Kane** is director of human resources at Mapleton Public Schools.

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

**James Loats** is professor of mathematics at Metropolitan State College of Denver. In the 1990s, he was co-principal investigator and mathematics team leader for a five-year grant funded through the National Science Foundation's Collaboratives for Excellence in Teacher Preparation. During 2002-03, he worked fulltime in the Denver Public Schools as a mathematics specialist.

**Robert Longwell-Grice**, director of academic services for the University of Wisconsin-Milwaukee's School of Education, is responsible for student recruitment and retention, academic advising, scholarship management and Praxis preparation for students. He is also an adjunct faculty member in the university's higher education administration program.

**Marvin Lopez** is the Tulare County (California) Office of Education's lead recruiter for new teachers in high-need subject areas. An outstanding student athlete in high school and college, Lopez is the founder and director of Sequoia Gateway, a nonprofit scholastic-based soccer program designed to enhance educational achievement and opportunity for Latino youth in Tulare County.

**Karen Lowenstein** is executive co-director for the Boettcher Teachers Program in Denver. She began her career as a high school Spanish teacher in New Jersey and subsequently conducted research, taught and earned a Ph.D. in curriculum, teaching and educational policy at Michigan State University.

**Cynthia P. Lyon** has held several leadership positions at The College Board over the past eight years and is currently the organization's executive director of national K-12 relationship development. Previously, she was a classroom teacher and assistant principal in the Fulton County (Georgia) Schools, and served as the district's executive director for secondary curriculum and executive director for career/technology and community education.

**Jan Magill**, director of strategic partnerships at the U.S. Chamber of Commerce's Institute for a Competitive Workforce (ICW), has led and contributed to initiatives on hiring at-risk youth, creating market-responsive community colleges and managing the business impact of older workers. For the past two years, she has spearheaded the Chamber's leadership role on the aging workforce. Before coming to ICW, she served as director of the Marriott Foundation's Bridges from School to Work initiative and had extensive experience as a teacher of transitional and technical education.

**Paul Michalec** has more than 20 years of teaching experience in K-6, higher education and nontraditional learning settings. He is currently program chair for curriculum and instruction at the University of Denver's Morgridge College of Education and an active collaborator with Denver Public Schools in the areas of teacher preparation, professional development and renewal.

**Demarée K. Michelau**, senior policy analyst and director of special projects at the Western Interstate Commission for Higher Education, has experience in higher education policy on issues such as college affordability and access, accelerated learning options, K-16 reform, remedial education and affirmative action. Previously, she worked for the National Conference of State Legislatures as a policy specialist.

**John Mitchell** is director of the educational issues department of the American Federation of Teachers (AFT), which develops programs and policies aimed at improving both the working lives of AFT members and the quality of the schools in which they teach. He is a former Albuquerque Public Schools math and science teacher, and served 10 years as president of the New Mexico Federation of Teachers.

**Dolores Mize**, vice-president for public policy and research at the Western Interstate Commission for Higher Education, recently secured funding from the Lumina Foundation for Education for a project in which three pilot states will undergo comprehensive policy reform to support adult learners. Previously, she spent 10 years with the Oklahoma State Regents for Higher Education, where she served as associate vice-chancellor and led statewide efforts to enlarge the number and range of young people prepared to pursue postsecondary education.

**Susan L. Ogletree** is a former teacher and principal who currently serves as director of the Educational Research Bureau for the Georgia State University College of Education. As part of her work, she provides survey research and program evaluations for local school systems at their request.

**Jacqueline Paone** is executive director of the Alliance for Quality Teaching in Denver, a nonprofit research, education and advocacy organization. She is a former executive director of the Erie County (New York) Association of School Boards and served as director of communications for the Williamsville Central School District in East Amherst, New York.

**Theress Pidick** is co-director of the Urban Teacher Partnership, a collaborative effort of Denver Public Schools (DPS) and Metropolitan State College of Denver. A former high school English teacher, she has served as coordinator of DPS' literacy, school-to-career and small-school reform initiatives, and currently oversees the district's partnerships with local institutions of higher education. She is also a consultant for the National School Reform Faculty and provides local and national training for teachers interested in creating professional communities in their schools.

**Cecilia M. Pierce**, an associate professor in the University of Alabama at Birmingham (UAB) School of Education, had a two-decade career as a social studies teacher in rural, suburban and urban high schools in Alabama before joining the UAB faculty in 1990.

**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.

**Angela R. Powers**, an assistant professor of education at Metropolitan State College of Denver, has taught chemistry, mathematics and physical science at the secondary level and managed high-school teacher training for the American Chemical Society (ACS). She served as project director for production of the current version of ACS' high school textbook *Chemistry in the Community*, and continues to conduct ACS-sponsored chemistry teacher training sessions.

**Ernest Price**, director of external and media relations for Educational Testing Service, plays a strategic role in all of the organization's major programs in the United States and abroad, including the Graduate Record Exam (GRE), Scholastic Achievement Test (SAT), Praxis licensure and certification, Test of English for International Communication (TOEIC) and Test of English as a Foreign Language (TOEFL).

**Elizabeth V. Primas** is director of advanced programs and former director of literacy for the District of Columbia Public Schools (DCPS). She has worked with Educational Testing Service in the development of National Board for Professional Teaching Standards requirements for early and middle schools reading and English language arts teachers, and is editor of a forthcoming book on teaching English-language learners to read. In 2000, she was named DCPS Teacher of the Year.

**Lynn K. Rhodes** is professor of language, literacy and culture and dean of the University of Colorado Denver's School of Education and Human Development. The school enrolls more than 5,500 graduate students in on-campus and continuing education programs and has an emerging

undergraduate teacher education program, begun in 2004. Faculty research focuses on urban school improvement, the training of paraprofessionals and several areas of special education, including autism, early childhood special education and the over-identification of students with special needs.

**Jennifer Robinson** is executive director of the Center of Pedagogy, the institutional entity at New Jersey's Montclair State University charged with coordinating all aspects of initial teacher preparation and the simultaneous renewal of schools and teacher education. She is a former assistant director of the childhood education program at Teachers College, Columbia University, and was founding director of Montclair State's Teacher Education Advocacy Center, a structure designed to attract students from underrepresented groups into teaching.

**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. She is a former high school teacher, a licensed attorney and the author of reports on P-16 policy, teacher quality, workforce development and diversity in higher education.

**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, which provided professional development and leadership support for middle- and high-school teachers and schools changing their mathematics programs.

**Nancy Sasaki**, an assistant professor of biology at Metropolitan State College of Denver, has been actively involved in the redesign of the college's teacher education program as well as Denver Public Schools' implementation of new curriculum in the biological sciences. She has also served as a teacher and mentoring program coordinator for the federally funded Rocky Mountain Middle School Math and Science Partnership.

**Sue Schelble** is an assistant professor of chemistry at Metropolitan State College of Denver whose research interests center on preparation of novel chemicals with potential anti-viral properties, and on chemistry education and learning strategies. Prior to joining the Metro State faculty, she taught at Colorado State University, the University of Colorado Denver and Front Range Community College.

**Joan Schunck** is project director in the policy and research group of The New Teacher Project (TNTP), where she has worked on the organization's contracts to reform teacher hiring and staffing in Memphis, Baltimore and the District of Columbia. She co-authored TNTP's 2005 report *Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts*.

**Shirley Schwartz**, director of special projects at the Council of the Great City Schools, oversees programs and initiatives aimed at facilitating the redesign of urban high schools and the recruitment, preparation and retention of a diverse and highly qualified teacher workforce. Previously, she was associate dean of the School of Professional Studies at Trinity College in

Washington, and a research associate for the Study of Exceptional Children and Youth at the University of Maryland, College Park.

**Kent Seidel** is an associate professor and chair of P-20 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.

**Deborah Shine-Doherty** worked in corporate management in Chicago and New York City for 13 Years prior to becoming an educator. She has taught at the middle- and high-school levels in Newark, Jersey City and Union City, and is currently a math teacher and substitute vice-principal at Bayonne High School in Bayonne, New Jersey. She has received a number of awards for her work with at-risk students, and in 2005 was voted Hudson County Teacher of the Year.

**Genevieve Siegel-Hawley** is co-author of the Civil Rights Project report *Are Teachers Prepared for Racially Changing Schools?* Siegel-Hawley is a doctoral student in urban schooling at the University of California, Los Angeles, and editor of *The Integration Report*, the Civil Rights Project's biweekly Web publication that provides news and updates about desegregation efforts around the country. She is a former high school history teacher, and worked as a research assistant at the U.S. Department of Education's Office for Civil Rights.

**Stephen Sniegowski** has served with the U.S. Department of Education and its predecessor, the U.S. Office of Education, since 1978, and is currently a program officer for the Teacher Quality team in the Office of Postsecondary Education. He is author of a history of the federal education agency entitled *The Department of Education*, part of the *Know Your Government* series edited by Arthur Schlesinger Jr., and has published articles on John Dewey, William Torrey Harris and other key figures in American public education.

**Maribel Solivan**, associate director for advocacy at The College Board, has worked in the organization's professional development and college readiness divisions, developing and implementing a Gates-funded school improvement program that serves 27 high schools in five large urban districts. Her professional experience includes several years as supervising editor at Teachescape, an educational media company specializing in online professional development for teachers.

**Amy Strage** is professor of child and adolescent development at San Jose State University in California. For the past decade, she has designed and overseen projects that provide substantive early field experiences for prospective math, science and special education teachers, particularly those interested in working in hard-to-staff schools. One of her projects, the It Takes a Valley program, won national recognition for its innovative use of service-learning and its success in preparing general education teachers for Title I schools.

**Goldie Thompson**, coordinator of the Minority Teacher Recruitment Center for the Oklahoma State Regents for Higher Education, oversees pre-collegiate and collegiate grant programs focused on recruiting, retaining and placing minority teachers in the state's public schools.

**JoAnn Trujillo Hays**, principal of Denver's North High School since fall 2006, is a veteran educator who has led the development of dual-language elementary school programs in the Denver and Boulder Valley school districts. She and her staff are focused on improving educational achievement and opportunity for North High students, 90% of whom are Hispanic and one in four of whom have limited proficiency in English. Innovations include a mentoring program, a summer enrichment academy for entering freshmen and The Future Center, which provides counseling, information and other resources to help students prepare for college.

**Kim Ursetta** is a bilingual elementary teacher and president of the Denver Classroom Teachers Association (DCTA), the union representing about 2,900 of the district's 4,100 teachers. Prior to being elected DCTA president, Ursetta taught at Munroe and Newlon elementary schools in west Denver. She is among three dozen teachers in the district certified by the National Board for Professional Teaching Standards.

**Deborah L. Voltz**, director of the Center for Urban Education at the University of Alabama at Birmingham (UAB), began her career as a special-education resource teacher in the Birmingham City Schools. Prior to joining the UAB faculty in 2003, she taught in teacher preparation programs at Alabama State University, the University of Wisconsin-Milwaukee and the University of Louisville.

**Rosann Ward**, president of the Public Education & Business Coalition (PEBC) in Denver, has nearly three decades of experience in management and project development in the book publishing industry, government policymaking and the nonprofit education sector. Prior to being named president of PEBC in 2005, she served as the organization's executive vice-president of programs and as editor of *HeadFirst Colorado*, a statewide education policy magazine.

**Tim Waters**, president and CEO of Mid-continent Research for Education and Learning since 1995, spent more than two decades in public education as a teacher and administrator, including seven years as superintendent of schools in Greeley, Colo. He speaks nationally and internationally on education leadership and the future of schooling, and is co-author of *School Leadership That Works*.

**Jean Williams**, vice-president for research at Mid-continent Research for Education and Learning (McREL), has extensive experience in systems analysis, meta-evaluations and conducting large-scale education research projects. She currently oversees a number of federally funded fast-response studies and randomized control trials, as well as a variety of state and regional studies. She also heads the McREL team that is evaluating Metropolitan State College of Denver's federally funded Urban Teacher Partnership.

**Michael Wilson** has served as a special education teacher, assistant principal and now principal at Glen Iris Elementary in Birmingham. During his first year as principal at Whatley Elementary was one of 6 schools across the state to move from Alert II status to Academic Clear. Dr. Wilson left Whatley in 2006 with 100% of their accountability goals reached. Dr. Wilson serves on several advisory committees such as Partners in Education, Family Involvement, Hands on Birmingham, and Community Education South.

***Kathryn Young*** is a visiting professor in secondary education at Metropolitan State College of Denver and a research fellow of the Inclusive Practices Project in Aberdeen, Scotland. Her work examines interactions of social, institutional and personal factors in schools and schooling that keep some students educationally included and/or successful and others excluded and/or educationally unsuccessful.