



***SEMINAR ON TURNING AROUND LOW-PERFORMING SCHOOLS***

**AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS, RESEARCHERS,  
POLICY EXPERTS, SUPERINTENDENTS AND ADMINISTRATORS**

**PRESENTERS**

**Mary Armstrong**

Mary J. Armstrong is the current President of AFT St. Louis, Local 420. In May 2007, she was elected to a third two-year term of office. Currently, she is on a leave of absence from Secondary Mathematics Teachers at Gateway Institute of Technology High School, in the St. Louis Public Schools (SLPS) District. In her 35-year tenure in the SLPS District, she has worked as a high school teacher aide; a teacher assistant; and a teacher at the elementary, middle, and high school levels. Mary has also taught mathematics to adults in the SLPS Adult Basic Education Program and at the Fenton, Missouri Chrysler-UAW Training Facility. She has coached athletic teams, sponsored after-school activities, and worked with the City of St. Louis Parks and Recreation Summer Programs. In addition to her duties as President of Local 420, Mary has served on Missouri's Department of Elementary and Secondary Education (DESE) Career Ladders Committee and its Missouri Advisory Committee on the Certification of Educators (MACCE) as the Missouri Federation of Teachers & School Related Personnel (MFT&SRP, AFT Missouri) Representative. She has served on the MFT&SRP Executive Board. She has served as the 1<sup>st</sup> Vice-President, Region F Vice-President, and an At-Large Vice-President.

**Anthony Bryk**

Anthony S. Bryk is the ninth president of The Carnegie Foundation for the Advancement of Teaching. He held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University from 2004 until assuming Carnegie's presidency in September 2008. Prior to Stanford, he held the Marshall Field IV Professor of Education post in the sociology department at the University of Chicago, where he founded the Center for Urban School Improvement, which supports reform efforts in the Chicago Public Schools. Bryk also founded the Consortium on Chicago School Research which has produced a range of studies to advance and assess urban school reform. In addition, he has made contributions to the development of new statistical methods in educational research. At Carnegie, he is leading work on strengthening the research and development infrastructure for improving teaching and learning. Bryk holds a B.S. from Boston College, an Ed. D. from Harvard University, and in 2010, was awarded an honorary doctorate by Boston College for his contributions to education reform.

**Karin Chenoweth**

Karin Chenoweth is Writer-in-Residence at The Education Trust, a national education advocacy organization that works to improve the academic achievement of all children, particularly children of color and children who live in poverty. She recently co-authored, with Christina Theokas, *Getting It Done: Leading Academic Success in Unexpected Schools* (Harvard Education Press, 2011), a study of the beliefs and practices of effective leaders of high-poverty and high-minority schools. *Getting It Done* builds on two previous books by Chenoweth, "*It's Being Done*": *Academic Success in Unexpected Schools* (Harvard Education Press, 2007) and *How It's Being Done: Urgent Lessons from Unexpected Schools* (Harvard Education Press, 2009). Before joining Ed Trust, she wrote a weekly column on schools and education for *The Washington Post*. Before that she was senior writer and executive editor for *Black Issues In Higher Education* (now *Diverse*). As a freelance writer, she wrote for such publications as *Education Week*, *American Teacher*, *American Educator*, *School Library Journal*, and the *Washington Post Magazine*. In addition, she was an active parent volunteer throughout her children's public schooling in Montgomery County, Maryland.

**David K. Cohen**

David Cohen is John Dewey collegiate professor of education and professor of public policy at the University of Michigan. His current research interests focus on education policy, the influence of policy on instruction, and the nature of teaching practice. His past work includes studies of the effects of schooling, school and teaching reform,

evaluations of education experiments and intervention programs, and examinations of the relationship between research and policy. Included among his many previous roles are: consultant to the general counsel of the NAACP on schools and race (1964-66); director, Race and Education Project, U.S. Commission on Civil Rights (1966-67); professor of education and social policy, Harvard Graduate School of Education (1971-86); and president, The Huron Institute (1971-86). He is an expert on merit pay for teachers, both public and private school choice, and the relationship of student curriculum to teacher professional development.

### **Ronald Ferguson**

Ronald F. Ferguson, Senior Lecturer in Education and Public Policy at the Harvard Graduate School of Education and the Harvard Kennedy School, is also an economist and Senior Research Associate at the Malcolm Wiener Center for Social Policy. He has taught at Harvard since 1983, focusing on education and economic development. His research and writing for the past decade have focused on racial achievement gaps, appearing in a variety of publications. His most recent book is *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, published by Harvard Education Press. He is the creator of the Tripod Project for School Improvement and also the faculty co-chair and director of the Achievement Gap Initiative at Harvard University. Ferguson earned an undergraduate degree from Cornell University and a PhD from MIT, both in economics.

### **Matt Gandal**

Matt Gandal is Director of Technical Assistance & Support, Implementation and Support Unit for the U.S. Department of Education where he oversees the Department's efforts to work with states to support comprehensive reform. Gandal manages the Department's technical assistance and capacity-building work, with a special focus on the Race to the Top program. Before joining the Department of Education, Gandal was executive vice president of Achieve, Inc, the national organization formed by governors and business leaders to help states raise educational standards. He helped found the organization and was responsible for overseeing its major initiatives. These included the American Diploma Project which helped 35 states advance college and career readiness policies; the Common Core State Standards Initiative which resulted in 44 states adopting common academic standards; and National Education Summits that brought together leaders from across the country to commit to ambitious reforms. Before joining Achieve, Gandal was assistant director for educational issues at the American Federation of Teachers (AFT). He was the author and chief architect of *Making Standards Matter*, an annual AFT report evaluating the quality of the academic standards, assessments and accountability policies in the 50 states. He also authored a series of reports that compared student standards and achievement in the United States with those of other industrialized nations.

### **Clifford B. Janey**

Clifford Janey is currently a Senior Weismann Fellow at Bankstreet College of Education in New York City. He previously served as the fourteenth superintendent of New Jersey's largest school district in July 2008. From 2004 to 2007 he was the superintendent of schools and the chief state officer in the District of Columbia. He brought to the position a strong and proven record of leadership in urban education and the improvement of student achievement. During his tenure in Washington, DC he successfully pioneered national reforms for the 78,000 students enrolled in public education, including charter schools. In short measure, the District of Columbia Public Schools reversed the negative trend line of student performance on the National Assessment of Educational Progress and Advanced Placement Tests. Given his diverse experiences involving a variety of leadership and management positions in the public and private sector, Dr. Janey has a unique understanding of organizing systems and preparing people to perform at high levels. His own preparation includes a Bachelor's degree in sociology, a Master's degree in Education with a double major—Reading and Elementary Education from Northeastern University and a Doctorate degree in Educational Leadership and Policy with a minor in Health Policy and Administration from Boston University. Prior to serving as numerous national, state and local boards including most recently the Commission that produced *Tough Times Tough Choices*, Dr. Janey earned a certificate in labor relations from Cornell University. His landmark reforms with unions, the business/high education community as well as social service and health provide context for the numerous presentations and publications.

### **Richard Kahlenberg**

Richard D. Kahlenberg is a Senior Fellow at The Century Foundation, where he writes about education, equal opportunity, and civil rights. He is the author of four books: *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy* (Columbia University Press, 2007); *All Together Now: Creating Middle Class Schools through Public School Choice* (Brookings Institution Press, 2001); *The Remedy: Class, Race, and Affirmative Action* (Basic Books, 1996); and *Broken Contract: A Memoir of Harvard Law School* (Hill &

Wang/Farrar, Straus & Giroux, 1992). In addition, Kahlenberg is the editor of four Century Foundation books: *America's Untapped Resource: Low-Income Students in Higher Education* (2004); *Public School Choice vs. Private School Vouchers* (2003) (Editor); *Divided We Fail: Coming Together Through Public School Choice. The Report of The Century Foundation Task Force on the Common School*, Chaired by Lowell Weicker (2002); and *A Notion at Risk: Preserving Public Education as an Engine for Social Mobility* (2000). Kahlenberg's articles have been published in the *New York Times*, the *Washington Post*, the *Wall Street Journal*, the *New Republic*, and elsewhere. Kahlenberg has appeared on ABC, CBS, CNN, FOX, C-SPAN, MSNBC, and NPR. Previously, Kahlenberg was a Fellow at the Center for National Policy, a visiting associate professor of constitutional law at George Washington University, and a legislative assistant to Senator Charles S. Robb (D-VA). He is also a nonresident senior fellow at Education Sector. He graduated magna cum laude from Harvard College in 1985 and cum laude from Harvard Law School in 1989.

### **Eugenia Kemble**

Eugenia Kemble is Executive Director of the Albert Shanker Institute, a non-profit organization endowed by the American Federation of Teachers (AFT) and dedicated to publishing reports and fostering candid exchange on education, labor, and democracy issues. Its newly launched *Shankerblog* has become central to these efforts. Beginning as a reporter for the newspaper of the United Federation of Teachers, Kemble moved to the AFT as special assistant to Albert Shanker in 1974. While in this position she obtained funding to create the union's main professional development effort, the Education Research and Dissemination Program (ER&D) and to start the AFT's professional magazine, *The American Educator*, both of which she managed for a number of years. She also revamped the AFT's annual Quality Educational Standards in Teaching (QuEST) conference and helped Mr. Shanker spearhead the creation of the union's Educational Issues, Research, and International Affairs Departments. In 1983, Kemble was named as the AFL-CIO's representative to the Democracy Program, a bipartisan coalition effort that helped to launch the National Endowment for Democracy (NED) to support independent, pro-democracy unions, business groups, political parties, and civil society organizations around the world. In 1984 she was named the Executive Director of the AFL-CIO's Free Trade Union Institute, which supported union efforts involved in democracy building. Returning to the AFT in 1989, she directed and helped to expand the AFT's Educational Issues Department. She worked with then-AFT President Sandra Feldman to found the Shanker Institute in 1998, after Albert Shanker's death.

### **Mary Cathryn Ricker**

Mary Cathryn Ricker, a National Board Certified Teacher, is currently the President of the St. Paul Federation of Teachers, a 4000+ member union serving the teachers and Educational Assistants in St. Paul Public Schools. Prior to being elected president, she was a classroom teacher in middle school English/Language arts for 13 years in St. Cloud, MN; Camas, WA; and Seoul, South Korea. She also taught for 5 years in St. Paul Public Schools. She was recently elected to the Education Minnesota Governing Board and she previously served on Education Minnesota's statewide Professional Advocacy member committee. She is a local delegate to the St. Paul Area Trades and Labor Assembly and serves on the board of the Minnesota AFL-CIO. In 2005, Ms Ricker was the Minnesota recipient and national semi-finalist of the NEA Foundation Award for Teaching Excellence. Additionally, she was selected as one of eight teachers to film a national professional development video series called *Write in the Middle* for teachers of writing funded by the Annenberg Foundation. She has been invited to present teaching and writing strategies at the Minnesota Council of Teachers of English annual conference, the National Council of Teachers of English annual convention, and the National Writing Project annual conference. She is a member of and was past Middle School Chair on the board of the Minnesota Council of Teachers of English. Additionally, she is a teacher consultant for and Advisory Board member of the Minnesota Writing Project.

### **William Schmidt**

William Schmidt is university distinguished professor at Michigan State University (MSU), co-director of its Education Policy Center, co-director of its US-China Center for Research, co-director of the NSF PROM/SE project, and the director or former director of the centers overseeing U.S. participation in the Third International Mathematics and Science Study (TIMSS) and its follow-on studies. A past chairman of the Department of Educational Psychology and former acting dean for planning and evaluation in MSU's College of Education, he was also head of the Office of Policy Studies and Program Assessment for the National Science Foundation. The author and co-author of numerous articles, chapters, papers and books, including *Why Schools Matter*, Dr. Schmidt's current writing and research focuses on issues of academic content in K-12 schooling, assessment theory, and the effects of curriculum on academic achievement. He also studies educational policy related to mathematics and science, and testing in general.

### **Robert Slavin**

Robert Slavin is Director of the Center for Research and Reform in Education at Johns Hopkins University, Director of the Institute for Effective Education at the University of York, and the co-founder and Chairman of the Success for All Foundation. He received his B. A. in Psychology from Reed College in 1972, and his Ph.D. in Social Relations in 1975 from Johns Hopkins University. Dr. Slavin has authored or co-authored more than 200 articles and 20 books, including *Educational Psychology: Theory into Practice* (Allyn & Bacon, 1986, 1988, 1991, 1994, 1997, 2000, 2003), *Cooperative Learning: Theory, Research, and Practice* (Allyn & Bacon, 1990, 1995), *Show Me the Evidence: Proven and Promising Programs for America's Schools* (Corwin, 1998), *Effective Programs for Latino Students* (Erlbaum, 2000), and *One Million Children: Success for All* (Corwin, 2001). He received the American Educational Research Association's Raymond B. Cattell Early Career Award for Programmatic Research in 1986, the Palmer O. Johnson award for the best article in an AERA journal in 1988, the Charles A. Dana award in 1994, the James Bryant Conant Award from the Education Commission of the States in 1998, the Outstanding Leadership in Education Award from the Horace Mann League in 1999, and the Distinguished Services Award from the Council of Chief State School Officers in 2000.

### **Gary Smuts**

Dr. Gary Smuts is the Superintendent of the ABC Unified School District. He grew up locally where he attended schools in Norwalk, California. Dr. Smuts received his Bachelor of Arts degree in history from California State University, Fullerton in 1972. Six years later he received his Master of Arts degree in history from Chapman University. In 1997, Dr. Smuts earned his doctorate in Educational Leadership from the University of LaVerne. In 2009 he was selected as Association of California School Administrator's Superintendent of the Year for California

### **Jason Snyder**

Jason Snyder leads the school turnaround work, including the School Improvement Grants program, at the U.S. Department of Education. Jason initially joined the Department through the White House Fellows program, a nonpartisan program for public service and leadership. Prior to joining the Department, Jason served as a social studies teacher and an education-law attorney. He taught government, history, and economics for six years in public secondary schools and for one year at the China Foreign Affairs University in Beijing. Jason also practiced education and appellate law at Hogan & Hartson LLP, where he advised school districts and drafted briefs in appellate courts, including the U.S. Supreme Court. Jason earned a J.D. from UC Berkeley School of Law, a M.Ed. from U.C.L.A., and an A.B., with honors, in Public Policy from Stanford University. He served as Stanford student body co-president and Editor-in-Chief of the *California Law Review* at Berkeley.

### **Randi Weingarten**

Randi Weingarten, elected president of the American Federation of Teachers in 2008, and for approximately 12 years was president of the United Federation of Teachers (UFT), which represents more than 200,000 nonsupervisory educators in the New York City public school system, as well as home child care providers and other workers in health, law and education. She is also a board member of New York State United Teachers (NYSUT) and a member of the AFT Executive Committee. For 10 years, Weingarten chaired New York City's Municipal Labor Committee, an umbrella organization for the city's 100-plus public sector unions, including those representing higher education and other public service employees. As chair of the MLC, she coordinated labor negotiations and bargaining for benefits on behalf of the MLC unions' 365,000 members. From 1986 to 1998, Weingarten served as counsel to UFT president Sandra Feldman, taking a lead role in contract negotiations and enforcement, and in lawsuits in which the union fought for adequate school funding and building conditions. A teacher of history at Clara Barton High School in Brooklyn's Crown Heights from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues. She is an active member of the Democratic National Committee and numerous professional, civic and philanthropic organizations. Weingarten holds degrees from Cornell University's School of Industrial and Labor Relations and the Cardozo School of Law.