



Reclaiming the Promise of Public Education: *Conversation Series*

Teacher Tenure: An Outmoded “Job for Life” or Essential Right to Due Process?

January 13, 2016
Noon to 2 p.m.

JANE HANNAWAY

Jane Hannaway is a professor at the McCourt School of Public Policy at Georgetown University and an institute fellow at the American Institutes of Research (AIR). She is the founding director of the National Center for Analysis of Longitudinal Data in Education Research, headquartered at AIR, where she was also a vice president. Hannaway is an organizational sociologist whose work focuses on educational organizations, in particular the effects of education reforms on school policies and practices and ultimately on student outcomes. Her current research is heavily focused on issues associated with teacher labor markets and education accountability policies. She is beginning new work estimating the payoffs of secondary and postsecondary experiences on education attainment and labor market outcomes of students.

Hannaway previously served on the faculty of Columbia, Princeton and Stanford Universities and was formerly senior fellow and founding director of the Education Policy Center at the Urban Institute. She has authored or co-authored/edited seven books and numerous papers in education and management journals. She is twice a past vice-president of the American Educational Research Association and also served as a member of the executive board. Hannaway was also on the council of the Association for Public Policy Analysis and Management and is immediate past president of the American Education Finance and Policy. She is on the editorial board of a number of journals and was editor of *Educational Evaluation and Policy Analysis*, the main policy journal of the American Educational Research Association. She received her Ph.D. from Stanford University.

Sponsored by the Albert Shanker Institute and the American Federation of Teachers, this conversation series is designed to engender lively and informative discussions on important educational issues. We deliberately invite speakers with diverse perspectives, including views other than those of the Albert Shanker Institute and the AFT. What is important is that these participants are committed to genuine engagement with each other.

RICHARD KAHLENBERG

Richard D. Kahlenberg is a senior fellow at the Century Foundation, where he writes about a variety of education issues. Kahlenberg has been called “the intellectual father of the economic integration movement” in K-12 schooling and “arguably the nation’s chief proponent of class-based affirmative action in higher education admissions.” He is also an authority on teachers unions, private school vouchers, charter schools, turnaround school efforts, labor organizing and inequality in higher education. He is the author of six books: *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (with Halley Potter, 2014); *Why Labor Organizing Should Be a Civil Right: Rebuilding a Middle-Class Democracy by Enhancing Worker Voice* (with Moshe Marvit, 2012); *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy* (2007); *All Together Now: Creating Middle Class Schools through Public School Choice* (2001); *The Remedy: Class, Race, and Affirmative Action* (1996); and *Broken Contract: A Memoir of Harvard Law School* (1992). In addition, Kahlenberg is the editor of 10 Century Foundation books, including *The Future of Affirmative Action: New Paths to Higher Education Diversity after Fisher v. University of Texas* (2014); *Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream* (2013); and *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (2012). Kahlenberg’s articles have been published in the *New York Times*, the *Washington Post*, the *Wall Street Journal*, the *New Republic* and elsewhere. He 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 Sen. Charles S. Robb (D-Va.). He also serves on the advisory board of the Pell Institute, the Albert Shanker Institute and the Research Advisory Panel of the National Coalition on School Diversity. In addition, he is the winner of the William A. Kaplin Award for Excellence in Higher Education Law and Policy Scholarship. He graduated magna cum laude from Harvard College and cum laude from Harvard Law School. Between college and law school, he spent a year at the University of Nairobi School of Journalism as a Rotary Scholar.

MARC TUCKER

Marc Tucker is the president and chief executive officer of the National Center on Education and the Economy. Tucker has been a leader of the standards-driven education reform movement for many years. Tucker created New Standards, a 23-state consortium designed to develop internationally benchmarked student performance standards and matching student examinations. He authored the 1986 Carnegie Report, *A Nation Prepared: Teachers for the 21st Century*, which called for a restructuring of America’s schools based on standards; created the National Board for Professional Teaching Standards; created the Commission on the Skills of the American Workforce and co-authored its report, *America’s Choice: High Skills or Low Wages!*, which called for a new high school leaving certificate based on standards; and was instrumental in creating the National Skill Standards Board and served as the chairman of its committee on standards and assessment policy.

Tucker co-authored *Thinking for a Living: Education and the Wealth of Nations*, selected by *Business Week* as one of the 10 best business books of 1992; co-authored *Standards for Our Schools: How to Set Them, Measure Them, and Reach Them* (1998); and co-edited *The Principal Challenge* (2002). Tucker created the National Institute of School Leadership, a state-of-the-art executive

development program for school leaders. Tucker was the lead author of *Tough Choices or Tough Times*, the report of the New Commission on the Skills of the American Workforce. In 2014, the Education Commission of the States awarded Tucker the James Bryant Conant award for his outstanding individual contribution to American education. Tucker currently has an appointment as a Visiting Distinguished Fellow at the Harvard Graduate School of Education.

RANDI WEINGARTEN

Randi Weingarten is the president of the 1.6 million-member American Federation of Teachers, AFL-CIO, which represents teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; local, state and federal government employees; and early childhood educators. Prior to her election as AFT president in 2008, Weingarten served for 12 years as president of the United Federation of Teachers, AFT Local 2. Weingarten has launched major efforts to place real education reform high on the nation's and her union's agendas. The AFT and an array of parent and community partners have collaborated on events across the country to advance a community- and educator-driven agenda for public school reform. Weingarten spearheaded the development by the AFT and British partner TES Connect of Share My Lesson, the United States' largest free collection of educational resources created by teachers, for teachers. Weingarten and the AFT were asked to lead a partnership to transform McDowell County, W.Va., one of the poorest counties in the United States. The AFT also has developed a partnership with First Book to provide free and reduced-price books to children.

In 2012-13, Weingarten served on an education reform commission convened by New York Gov. Andrew Cuomo, and she was appointed to the Equity and Excellence Commission, a federal advisory committee chartered by Congress to examine and make recommendations concerning the disparities in educational opportunities that give rise to the achievement gap. While president of the UFT, Weingarten chaired New York City's Municipal Labor Committee, an umbrella organization for the city's 100-plus public sector unions. 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. A teacher of history at Clara Barton High School in Brooklyn's Crown Heights neighborhood from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues. Weingarten's column "What Matters Most" appears in the *New York Times*' Sunday Review the third Sunday of each month. Weingarten holds degrees from Cornell University's School of Industrial and Labor Relations and the Cardozo School of Law.

Next Conversation: Where We Live and Where We Learn: How Should We Address the Effects of Residential Segregation by Race and Class on America's Schools

Date: Wednesday, Feb. 10, 2016

555 New Jersey Avenue, NW, Washington, DC 20001

Register at: www.shankerinstitute.org/event/where-we-live

