

# Reclaiming the Promise of Public Education: *Conversation Series*

SPONSORED BY THE ALBERT SHANKER INSTITUTE AND THE AMERICAN FEDERATION OF TEACHERS

## The Next Generation of Differentiated Compensation: What Next?

Nov. 12, 2014

Noon to 2 p.m.

### **RICHARD J. MURNANE**

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Richard J. Murnane, an economist, is the Juliana W. and William Foss Thompson Research Professor of Education and Society at the Harvard Graduate School of Education and a research associate at the National Bureau of Economic Research. In recent years, he has pursued three lines of research. With MIT professors Frank Levy and David Autor, he has examined how computer-based technological change has affected skill demands in the United States' economy, and the effectiveness of educational policies in responding to changing skill demands. Murnane and Levy have written two books on this topic. The second line of research examines trends and patterns in U.S. high school graduation rates and their explanations. In June 2013, the *Journal of Economic Literature* published Murnane's interpretive review of the evidence on this topic. The third line of research examines the respects in which the growth in family income inequality in the United States has affected educational opportunities for children from low-income families and the effectiveness of alternative strategies for improving life chances for these children. Murnane co-edited *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances*, and co-wrote *Methods Matter: Improving Causal Inference in Educational and Social Science Research* and *Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education*. Early in his career, Murnane taught high school mathematics. In 2001-02, he served as special senior assistant to the superintendent of the Boston Public Schools.

### **MATTHEW G. SPRINGER**

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Matthew G. Springer is the director of the federally funded National Center on Performance Incentives and an assistant professor of public policy and education at Vanderbilt University's Peabody College of Education and Human Development. Springer's research focuses on education policy, with a particular focus on the impact of policy innovations on resource allocation decisions and student outcomes. His current research includes studies of the impact of teacher pay for performance on student achievement and teacher turnover, mobility and quality; the strategic resource allocation decision-making of schools in response to No Child Left Behind; the impact of

*The Reclaiming the Promise of Public Education conversation series is designed to engender lively and informative conversations on important educational issues. We deliberately invite speakers with diverse perspectives, including views other than those of the AFT and the Albert Shanker Institute. What is important is that these participants are committed to genuine engagement with each other.*

school finance litigation on resource distribution; and the role of school choice in contemporary education policy. He recently served on the assistant secretary for elementary and secondary education's roundtable on teacher and principal performance pay programs. He has also worked on several advisory committees charged with designing performance-based compensation systems for teachers and/or principals at the state and district level, and conducted analyses of school finance systems in Alaska, Kentucky, Missouri and South Carolina. Springer's work has appeared in the *Economics of Education Review*, *Education Economics*, *Education Next*, the Federal Reserve Bank of St. Louis' *Regional Economic Development*, the *Journal of Education Finance*, the *Journal of Policy Analysis and Management*, and the *Peabody Journal of Education*. He is the co-author of an education finance textbook, *Modern Education Finance and Policy*, and editor or co-editor of four more books, including *Performance Incentives: Their Growing Impact on American K-12 Education* and *Handbook of Research on School Choice*. Prior to joining the faculty at Vanderbilt University, Springer was a teacher and administrator at a boarding school in upstate New York. He holds a B.A. in education and psychology from Denison University and a Ph.D. in education finance and policy from Vanderbilt University.

### **SHIMON WARONKER**

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Shimon Waronker is the headmaster of the New American Academy, PS 770, a public school in Brooklyn, N.Y. After teaching in middle school for three years, Waronker graduated with the first cohort of the NYC Leadership Academy. Upon his graduation, he assumed the principalship at Jordan L. Mott Junior High School 22 in the South Bronx—at the time, considered one of the most violent schools in New York City. Under Waronker's leadership, the school completely turned around. He was featured on the front page of the *New York Times*, as well as on the "Today" show, CNN and numerous other media outlets. His work at the school garnered him two fellowships: a Cahn Fellowship at Columbia University's Teachers College and a Presidential Fellowship at Harvard University. He has a MSc in school administration from Touro College and an MEd from Harvard University, and is completing his doctorate in education at Harvard University. His awards include the Humanitarian Lamplighter Award and the National Urban Alliance Educational Leadership Award.

### **ROB WEIL**

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Rob Weil is the director of field programs in the educational issues department of the American Federation of Teachers. Before coming to the AFT, Weil taught in Colorado for 20 years. During his last six years in Colorado, he was also the president of the Douglas County Federation of Teachers, which represented approximately 3,000 K-12 teachers. Weil joined the national office of the AFT in 2001. His current responsibilities include managing the AFT's in-the-field efforts regarding school and instructional improvement at the state, district, school and classroom levels. In the past few years, Weil's work has expanded to include international education reform. He is a member of the Trade Union Advisory Committee to the Organization for Economic Cooperation and Development, which provides guidance and recommendations on educational and worker-related issues.

**CLIFFORD B. JANEY (MODERATOR)**

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Clifford B. Janey is a senior research scholar at the Boston University School of Education. He is a former state district superintendent for the Newark Public Schools, and a former superintendent of schools for the District of Columbia and Rochester, N.Y., where he led the implementation of Rochester's Performance Benchmarks and Public Engagement Plan and instituted a high-performing, nationally recognized prekindergarten program. Janey previously served as vice president for education at Scholastic Inc., where he worked closely with state education departments and national school reform organizations to help develop and implement strategies for improving student achievement and coordinated partnerships with urban school districts. Janey was a Senior Weismann Fellow at the Bank Street College of Education in New York City and has held a number of positions in Boston, including chief academic officer, east zone superintendent (K-8), principal of Theodore Roosevelt Middle School and reading teacher at the Bancroft School. Janey has also served as director of Black Studies at Northeastern University.

**NEXT CONVERSATION:**

**WHAT HAPPENS TO THE BENEFICIAL EFFECTS OF PRE-K?**

Wednesday, Dec. 10, 2014, noon to 2 p.m., 555 New Jersey Ave. N.W., Washington, DC 20001.

Register at [www.shankerinstitute.org/dec2014conversation](http://www.shankerinstitute.org/dec2014conversation)

