



Reclaiming the Promise of Public Education: *Conversation Series*

School Turnarounds: What Has Worked and What Has Failed

April 12, 2017 | Noon to 2 p.m.

Nina Esposito-Visgitis

Nina Esposito-Visgitis has served as the President of PFT400 since 2011. She has worked for the Pittsburgh Public Schools for more than 20 years and has been nationally recognized for her work as a speech language specialist. As president of PFT400, Nina has been instrumental in reshaping education in Pittsburgh. She was a leader in creating a new teacher evaluation system that has been nationally recognized for its innovative approach to problem solving in public education. At the same time, she has worked tirelessly to ensure that her members are given the time, tools, and resources necessary to be successful. Nina is a 2012 Aspen Institute Entrepreneurial Leaders for Public Education Fellow and serves on a number of boards, including the Pennsylvania AFL-CIO, AFT Pennsylvania, Three Rivers Labor Management Council and Team Pennsylvania. She is also the co-chairperson of the state's Special Education Communication Council. Nina received her Bachelor of Science and her Masters from the Indiana University of Pennsylvania.

Melissa Irby Marshall

Melissa Irby Marshall is a Senior Turnaround Consultant for the American Institutes for Research (AIR) where serves as a project manager or team lead on various projects relating to district and school improvement. Her responsibilities include research, analysis, and report writing; meeting preparation and facilitation; and the coordination of district and school team members and AIR staff. She is also the Project Lead and Leadership Coach for a School Improvement Grant (SIG) for Norfolk Public Schools. Here she leads AIR's effort to support two middle schools, providing direct coaching to principals, other school administrators, and teacher leaders and leading an instructional team of one on-site transformation coach and two content coaches for mathematics and English language arts. She has also worked with the Buffalo Public Schools, Providence Public Schools, and Detroit Public Schools, and served as principal of Perrymont Middle School, Richmond, Virginia for six years. She has a M.Ed. from Virginia Commonwealth University, a Turnaround Specialist Credential from the University of Virginia Darden School of Business & Curry School of Education, and Principal Certification from Virginia Commonwealth 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.

Jenny Nagaoka

Jenny Nagaoka is the Deputy Director of the University of Chicago Consortium on School Research, where she has conducted research for nearly 20 years. Her research interests focus on policy and practice in urban education reform, particularly using data to connect research and practice and examining the school environments and instructional practices that promote college readiness and success. She has co-authored numerous journal articles and reports, including studies of college readiness, noncognitive factors, the transition from high school to postsecondary education, and authentic intellectual instruction. She is the lead researcher on the [To&Through Project](#), a project that provides educators, policymakers, and families with research, data, and training on the milestones that matter most for college success. She is the lead author of *Foundations for Young Adult Success: A Developmental Framework* which draws on research and practice evidence to build a coherent framework of the foundational factors for young adult success, and investigates their development from early childhood through young adulthood and how they can be supported through developmental experiences and relationships.

John Papay

John Papay is an Assistant Professor of Education and Economics at Brown University. His research focuses on teacher policy, the economics of education, and teacher labor markets. He has published on teacher improvement, teacher evaluation, teacher working conditions, teacher compensation, school improvement, high-stakes testing, and program evaluation methodology. His current work examines the school-level conditions that support or constrain teacher professional growth. He is a Research Affiliate with the Project on the Next Generation of Teachers at Harvard University. A former high school history teacher, he earned his doctorate in Quantitative Policy Analysis from the Harvard Graduate School of Education.

Next Conversation: “In An Age of Scapegoating, Making School A Safe and Nurturing Place for Youth”
Wednesday, May 10, 2017 | noon to 2:00 p.m. | lunch will be served
American Federation of Teachers | 555 New Jersey Ave. N.W. | Washington, DC 20001
Registration: shankerinstitute.org/event/age-of-scapegoating

