



**ALBERT SHANKER INSTITUTE**  
**THE GOOD SCHOOLS SEMINARS**

***IV. USING THE AMERICAN RECOVERY AND REINVESTMENT ACT  
TO ADVANCE THE GOOD SCHOOLS AGENDA***

April 20-21, 2009

**PRESENTERS**

**Eugenia Kemble**

Eugenia Kemble is Executive Director of the Albert Shanker Institute. During the course of a long career in the labor movement, Kemble served as Special Assistant to the late Albert Shanker, Director of the AFT's Educational Issues Department, and Executive Director of the AFL-CIO's Free Trade Union Institute (FTUI), which supported unions struggling for democracy around the world, most notably Solidarity in Poland. Leading up to her service with FTUI, she was AFL-CIO's representative with the Democracy Program, a coalition effort including the Republican Party, Democratic Party, U.S. Chambers of Commerce and the AFL-CIO, that recommended the creation of the National Endowment for Democracy. In 1998-99 she organized the start-up of the Albert Shanker Institute.

**THE STIMULUS PACKAGE: WHAT'S IN IT FOR EDUCATION REFORM?**

**Marshall (Mike) Smith**

Marshall (Mike) Smith, Senior Advisor to Education Secretary Arne Duncan, was the Director of Education Programs at the William and Flora Hewlett Foundation from 2001 to 2008. Prior to that, he served as Acting Deputy Secretary and Undersecretary for Education in the Clinton administration. During the Carter administration, he was Chief of Staff to the Secretary for Education and Assistant Commissioner for Policy Studies in the Office of Education. While not in government, he was at different times an Associate Professor at Harvard University, a Professor at the University of Wisconsin at Madison, and a Professor and Dean of the School of Education at Stanford University.

**PARTNERING FOR REFORM IN TROUBLED TIMES**

**Randi Weingarten**

In July, 2008, Randi Weingarten was elected president of the American Federation of Teachers (AFT), representing more than 1.4-million-member teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; and local, state and federal employees. Weingarten also remains president of the AFT's largest affiliate, the United Federation of Teachers (UFT), an office she has held since 1998. The UFT represents 110,000 non-supervisory educators in the New York City public school system, as well as home child care providers and other workers in health, law and education. Weingarten sees her role as an advocate for students as well as union members. She is known as a reform-minded leader who is committed to improving schools, hospitals and public institutions for children, families, and their communities. A teacher of history and civics 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 holds degrees from Cornell University School of Industrial Relations and the Cardozo School of Law, and is a member of the Democratic National Committee and numerous professional, civic, and philanthropic organizations.

**STATE STANDARDS AND CURRICULUM: BRIDGING THE GAP**

**William H. Schmidt**

William H. Schmidt is University Distinguished Professor at Michigan State University (MSU) and is currently Co-Director of the Education Policy Center, Co-Director of the US-China Center for Research and Co-Director of the NSF PROM/SE project. He holds faculty appointments in the MSU Dept. of Educational Psychology and the Dept. of Statistics. Schmidt has served as National Research Coordinator and Executive Director of the U.S. National Center for Education Statistics, which supervised U.S. participation in the IEA-sponsored Third International Mathematics and Science Study (TIMSS). Dr. Schmidt has published in numerous journals including the *Journal of*

*the American Statistical Association, Journal of Educational Statistics, and the Journal of Educational Measurement.* He has co-authored seven books including *Why Schools Matter*. His 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.

### **Mike Lindstrom**

Mike Lindstrom is Executive Director of SciMathMN, a public/private partnership a non-profit that advocates for improved science, math, and technology education via systemic, standards-based reforms. Dr. Lindstrom is also past Chair of the Minnesota Technical Educators Association and a retired Mathematics Specialist for the Anoka-Hennepin Public Schools.

### **Phil Veysey**

Phil Veysey, Director of Education Policy for AFT-Massachusetts, taught middle school science in Boston for more than 25 years. A union activist, he co-chaired the Career in Teaching Panel, was responsible for the Lead Teacher and Mentor Teacher program, and currently serves as a member of the state's Educator Personnel Advisory Committee.

## **MEASURING UP: IMPROVING THE QUALITY & USE OF STUDENT ASSESSMENTS**

### **Daniel Koretz**

Daniel Koretz is a Professor at the Harvard Graduate School of Education. His research focuses primarily on educational assessment, particularly as a tool of education policy. A primary emphasis in this work has been the effects of high-stakes testing, including effects on schooling and the validity of score gains. Koretz's research has included studies of the effects of testing programs, the assessment of students with disabilities, international differences in the variability of student achievement, the application of value-added models to educational achievement, and the development of methods for validating scores under high-stakes conditions. His current work focuses on the design and evaluation of test-focused educational accountability systems. Dr. Koretz also founded and chairs the International Project for the Study of Educational Accountability, an international network of scholars investigating improved approaches to educational accountability.

## **BEST PRACTICES: DEVELOPING AND DEPLOYING A SKILLED TEACHING FORCE**

### **Susan Moore Johnson**

Susan Moore Johnson is Director and Principal Investigator, Project on the Next Generation of Teachers, Harvard Graduate School of Education and Carl H. Pforzheimer, Jr. Professor of Teaching and Learning. Johnson teaches and studies teacher policy, organizational change, and administrative practice. A former high school teacher and administrator, she has a continuing research interest in the work of teachers and the reform of schools. She has studied the leadership of superintendents, the effects of collective bargaining on schools, the use of incentive pay plans for teachers, and the school as a context for adult work. From 1993-1999, Johnson served as Academic Dean of the Harvard Graduate School of Education. She is the author of many published articles and four books: *Teacher Unions in Schools*, *Teachers at Work*, *Leading to Change: The Challenge of the New Superintendency*, and *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*. Johnson is a member of the National Academy of Education.

### **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.