

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

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

## How Do We Get Experienced, Accomplished Teachers into High-Need Schools?

Oct. 8, 2014

Noon to 2 p.m.

### PANELISTS

#### RICHARD M. INGERSOLL

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Richard M. Ingersoll is the Board of Overseers Professor of Education and Sociology at the University of Pennsylvania. Ingersoll's research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees and teaching as a job. He has published more than 100 articles, reports, chapters and essays on topics such as the management and organization of schools; accountability and control in schools; teacher supply, demand, shortages and turnover; induction and mentoring for beginning teachers; the problem of underqualified teachers; the status of teaching as a profession; and changes in the demographic character of the teaching force.

Ingersoll has received a number of awards, including the Richard B. Russell Award for Excellence in Teaching from the University of Georgia, the Harry Braverman Award from the Society for the Study of Social Problems for his work on organizational control and accountability in schools, an American Educational Research Association Fellowship, the National Award of Distinction from the Penn Education Alumni Association, and the Outstanding Writing Award from the American Association of Colleges for Teacher Education for his book *Who Controls Teachers' Work? Power and Accountability in America's Schools*. He was elected as a Fellow of the American Educational Research Association in 2009, and he was selected as Outstanding Researcher in 2012 by the Association of Teacher Educators.

Ingersoll's research is nationally recognized, was cited by President Clinton in a number of speeches announcing his teacher recruitment and training initiatives, influenced the No Child Left Behind Act, and has been featured in numerous major education reports, including those published by the National Commission on Teaching and America's Future, the Education Trust, the Alliance for Excellent Education, the National Governors Association, the Organization for Economic Cooperation and Development, and President Obama's Council of Advisors on Science and Technology. From 2005 to 2007, Ingersoll served on a National Academy of Sciences/National Research Council committee evaluating National Board teacher certification.

Ingersoll has given more than 200 keynote addresses, speeches and presentations to a wide variety of audiences—researchers, education officials, school teachers and the public. He has also been interviewed for several hundred news media stories. In addition, Ingersoll has conducted numerous briefings of local, state and federal legislators, and has been invited to present his research before

many policymaking groups, including the Aspen Institute's Education Policy Program for Members of Congress, the Congressional Hearings on Teacher Preparation Initiatives held by the U.S. House of Representatives' Committee on Education and the Workforce, the National Commission on Mathematics and Science Teaching for the 21st Century, the Science and the Congress Briefing, the Congressional Research Service's seminar for new members of Congress, the Council of the City of New York, and education reform commissions in many states.

Ingersoll earned a Ph.D. in sociology from the University of Pennsylvania after teaching in both public and private schools.

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## **HELEN F. LADD**

Helen F. Ladd is the Susan B. King Professor of Public Policy and a professor of economics at Duke University's Sanford School of Public Policy. Most of her current research focuses on education policy. She is particularly interested in various aspects of school accountability, education finance, teacher labor markets and school choice. She has written numerous articles on charter schools and other forms of choice in North Carolina, self-governing schools and parental choice in New Zealand, market-based reforms in urban school districts, voucher programs, school reform in post-apartheid South Africa, and school finance in the Netherlands.

In addition, Ladd has written extensively about school segregation, teacher labor markets and teacher quality. She is the editor of *Holding Schools Accountable: Performance-Based Reform in Education* (Brookings Institution, 1996), a co-editor of *Handbook of Research in Education Finance and Policy* (2008), and a co-author of books on school reform in New Zealand and South Africa. From 1996 to 1999, she co-chaired the National Academy of Sciences Committee on Education Finance. In that capacity, she co-edited two books: *Equity and Adequacy in Education Finance* and *Making Money Matter: Financing America's Schools*. Prior to 1986, she taught at Dartmouth College, Wellesley College and Harvard University.

Ladd graduated with a bachelor's degree from Wellesley College in 1967, received a master's degree from the London School of Economics in 1968, and earned her Ph.D. in economics from Harvard University in 1974. She was the president of the Association for Public Policy and Management in 2011 and has been a co-chair of the national campaign Broader, Bolder Approach to Education since its founding in 2008. Before she shifted to education policy, her research focused on state and local public finance, and she was active in the National Tax Association, which she served as president in 1993-94. She has also been a visiting scholar at the Federal Reserve Bank of Boston, a senior research fellow at the Lincoln Institute of Land Policy, and a visiting fellow at the Brookings Institution. With the support of two Fulbright grants, she spent the spring term of 1998 in New Zealand studying that country's education system and the spring term of 2002 doing similar research in South Africa. Most recently, Ladd spent six months as a visiting researcher at the University of Amsterdam examining the Netherlands' long experience with parental choice, significant autonomy for individual schools and weighted student funding.

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## **PETER MCWALTERS**

Peter McWalters is currently a consultant on education systems effectiveness. He recently worked as a policy consultant for the American Association of Colleges for Teacher Education, in partnership with Stanford University and Evaluation Systems of Pearson, on the Teacher Performance Assessment Consortium, now EdTPA. It is a portfolio performance assessment that state or educator preparation programs may use as part of initial certification or program completion requirements. He has also been a consultant to the Educator Workforce program of the Council of Chief State School Officers.

McWalters joined the CCSSO in 2009 and served as the interim director of educator development until February 2011, leading the strategic planning process that resulted in the formation of the State Consortium of Educator Effectiveness. He also co-chaired the committee that revised the 1992 INTASC Core Principles, resulting in the release in 2011 of the Interstate Teacher Assessment and Support Consortium core standards of effective teacher practice. McWalters served on the board of the CCSSO, where he advocated for the development of the Common Core State Standards, statewide access to quality early childhood education, progressive and equitable school financing systems, the improvement of education for students with disabilities, and better and more comprehensive training and development for teachers and administrators.

McWalters previously served as the Rhode Island commissioner of elementary and secondary education from 1992 to 2009. During his time as commissioner, he oversaw significant changes in the state's role and responsibility for educating all of Rhode Island's students. This included establishing and adopting grade-level content standards and implementing an aligned state assessment. He was a founding partner in the successful three-state assessment collaborative known as the New England Common Assessment Program. He also designed and implemented an accountability system with multiple measures and indicators, including a robust public reporting system. McWalters led the state in transitioning from a life certification system for teachers to an individual professional improvement plan for license renewal. As part of the accountability agenda, he worked with district and labor leaders to lever changes in local contracts. In a critical test case, he directed that teacher assignment be based on student need, effectively "ending" seniority as the only criteria.

A lifelong educator, McWalters began his career as a teacher of English as a Second Language in the Rochester, N.Y., public schools in 1970. He became superintendent of the Rochester City School District in 1985, and in 1987 settled a landmark teachers contract with the Rochester Teachers Association, an AFT affiliate, that introduced peer assistance and review, lead teachers and a model mentoring program for new teachers. He holds a degree in history and philosophy from Boston College, New York teacher certification in social studies, and a master's degree in public administration and a certificate of advanced studies in education administration from the State University of New York, Brockport.

## **MARY CATHRYN RICKER**

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Mary Cathryn Ricker is the AFT's executive vice president. She was overwhelmingly elected to that position in July 2014 at the AFT's biennial convention in Los Angeles. Ricker served as president of the Saint Paul (Minn.) Federation of Teachers, AFT Local 28, since 2005, as an AFT vice president since 2012, and as a member of the AFT K-12 Teachers program and policy council since 2006.

As president of the Saint Paul Federation of Teachers, Ricker championed innovative, teacher-built solutions that improve teaching and learning as well as strengthen public education. These include the union's alternative teacher recruitment and licensure program, CareerTeacher; a full-spectrum peer assistance and review program; site-based school redesign and governance; a parent-teacher home visit project; comprehensive by-teachers/for-teachers professional development, including an annual SPFT professional conference; and meaningful community engagement in the union's work.

In addition to being a National Board Certified middle school English teacher, Ricker also serves on the National Board for Professional Teaching Standards board of directors. Her teaching and leadership skills have been recognized with a number of other honors, including receiving the Education Minnesota Peterson-Schaubach Outstanding Leadership Award, qualifying as a semifinalist for the NEA Foundation Award for Teaching Excellence, and serving as a contributor in the Annenberg Foundation's professional development series "Write in the Middle."

Ricker serves on the Education Minnesota governing board and is the past president of the Education Minnesota Foundation for Teaching and Learning. She has also served as a member of the boards of TakeAction Minnesota, the Saint Paul Regional Labor Federation, the Saint Paul Public Schools Foundation and the Twin Cities Generation Next. In 2012, Ricker was selected to co-chair the Minnesota Department of Education Teacher Evaluation Work Group, and she has served on the department's Education Finance Working Group since 2011.

#### **MARLA UCELLI-KASHYAP** (MODERATOR)

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Marla Ucelli-Kashyap is the AFT's assistant to the president for educational issues, where she leads a team of professionals working on key areas of policy, practice and professional development aimed at helping teachers and their unions improve education quality and their profession. Since she joined the AFT in the fall of 2011, the educational issues department has played a central role in many key efforts, including the launch of Share My Lesson—a free online resource bank for teachers with more than 300,000 members; the development of "Raising the Bar," a major new report on aligning and elevating teacher preparation and the teaching profession; and the expansion of the AFT's professional development, policy and advocacy work in support of Common Core State Standards implementation.

Previously, Ucelli-Kashyap was the director of district redesign and leadership at the Annenberg Institute for School Reform at Brown University. She oversaw the institute's technical assistance, knowledge building and tool development efforts in support of "smart systems"—school districts and communities redesigning themselves to get results and equity for all students.

Ucelli-Kashyap has also been an independent consultant in education policy, a political press secretary and a reporter. She is a Phi Beta Kappa graduate of New York University and holds an M.P.A. from Rutgers. From 2009 to 2013, Ucelli-Kashyap chaired the board of Editorial Projects in Education (the publisher of *Education Week*). She was also a founding co-chair of Grantmakers for Education, a professional development and service organization for private and corporate funders.

#### **NEXT CONVERSATION:**

#### **THE NEXT GENERATION OF DIFFERENTIATED COMPENSATION: WHAT NEXT?**

**Wednesday, Nov. 12, 2014, noon to 2 p.m., 555 New Jersey Ave. N.W., Washington, DC 20001.  
Register at [www.shankerinstitute.org/registrationnov2014](http://www.shankerinstitute.org/registrationnov2014)**

*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 AFT and the Albert Shanker Institute. What is important is that these participants are committed to genuine engagement with each other.*