

Reclaiming the Promise of Public Education: *Conversation Series*

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

Opportunities to Learn: Equity in American Education—Looking Backward, Looking Forward

April 8, 2015

Noon to 2 p.m

SPEAKERS

BRUCE BAKER

Bruce Baker is a professor at the Rutgers University Graduate School of Education. His primary areas of research are education finance and the economics of education, including studies of teacher and administrator labor markets and preparation pipelines, as well as recent work on evolving legal issues in teacher and principal evaluation systems. He has written extensively on issues concerning educational equity and adequacy, and has testified as an expert witness on issues surrounding school funding equity in state and federal courts in Arizona, Colorado, Kansas, Missouri, Nebraska, New Jersey, Pennsylvania and Texas, and is now engaged in Connecticut and New York. His current interest in research is in making research accessible to policymakers.

He teaches courses in data analysis at the doctoral level, in school finance at the master's and doctoral levels, and in education law at the master's level. Baker maintains two blogs—his primary personal blog schoolfinance101.wordpress.com and a collaborative blog of New Jersey Education Policy Scholars at njedpolicy.wordpress.com. He was recently ranked among the most influential national scholars in education policy by *Education Next*. He holds an Ed.D. from Teachers College, Columbia University.

LISA DELPIT

Lisa Delpit is founder, executive director and eminent scholar at the Center for Urban Education & Innovation at Florida International University. Delpit has won accolades for her work on teaching and learning in urban schools and in diverse cultural settings. She studied education in both Alaska and New Guinea, has published several books, and is a sought-after speaker. Her placement as one of the foremost educators and writers on the subject of culturally relevant approaches for educating students of color began with a series of eloquent, plainspoken essays in the *Harvard Educational Review*. These essays questioned the validity of some popular teaching strategies for African-American students and were eventually spun off into a book titled *Other People's Children: Cultural Conflict in the Classroom*. Published in 1995, the book has been cited for the ongoing debate surrounding what Delpit describes as “finding ways and means to best educate urban students, particularly African-American, and other students of color.” Delpit received the award for

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.

Outstanding Contribution to Education in 1993 from the Harvard Graduate School of Education, which hailed her as a “visionary scholar and woman of courage.” Her work on school-community relations and cross-cultural communication was cited when she received her MacArthur “Genius” Fellowship. Delpit also was selected as the Antioch College Horace Mann Humanity Award recipient for 2003; the award recognizes contributions by alumni of Antioch College who have “won some victory for humanity.” She holds an M.A. and Ed.D. from the Harvard Graduate School of Education and a B.A. from Antioch College.

JOHN JACKSON

On July 2, 2007, John H. Jackson became president and CEO of the Schott Foundation for Public Education. In this role, he leads the foundation’s efforts to ensure a high-quality public education for all students regardless of race or gender. Jackson joined the Schott Foundation after seven productive years in leadership positions at the NAACP. He served as the NAACP chief policy officer and prior to that as the national director of education. Jackson also served as an adjunct professor of race, gender, and public policy at the Georgetown Public Policy Institute. In 1999, President Bill Clinton appointed Jackson to serve in his administration as senior policy advisor in the Office for Civil Rights at the U.S. Department of Education.

Jackson possesses a Bachelor of Arts in Political Science from Xavier University of Louisiana; a Master of Education in Education Policy from the University of Illinois College of Education; and a Juris Doctorate from the University of Illinois College of Law. In addition, he received a Master of Education and Doctorate of Education in administration, planning, and social policy from the Harvard Graduate School of Education. Jackson served on the Obama-Biden transition team as a member of the president’s 13-member Education Policy Transition Work Group.

ROBERT HUGHES

Robert L. Hughes was appointed president of New Visions for Public Schools in September 2000. Under his leadership, New Visions has created 99 district and four charter public schools in New York City, provided mentoring services to hundreds of new principals, developed school-based certification programs for teachers and principals, and created an inquiry process now in use in 1,500 New York City public schools. New Visions currently is a partnership support organization providing direct support to 73 schools serving almost 40,000 students.

Hughes, an attorney, has worked on public education issues his entire career. He served as co-counsel in the *Campaign for Fiscal Equity v. The State of New York*, challenging the constitutionality of the state’s education finance system. Plaintiffs prevailed and secured a \$5 billion remedial decree for operating aid and a \$13.5 billion decree for capital construction for the New York City public school system.

Hughes received his undergraduate degree from Dartmouth College and his law degree from Stanford Law School where he was a Skadden Fellow. He clerked for the Hon. Shirley Abrahamson, (now chief) justice of the Wisconsin Supreme Court. He has authored articles on public education for the *New York Times*, the Association of the Bar of the City of New York, the *Yale Law & Policy Review*, and the *Connecticut Law Review*. He served as chair of the Committee on Education and the Law at the Association of the Bar of the City of New York and chair of the board for Advocates for Children of New York, where he was previously deputy director. He currently serves on the Fund for Teachers board of directors.

NEXT CONVERSATION: Education and Economic Policy in an Age of Political Polarization: Is There a Good Way Forward? Wednesday, May 13, noon to 2 p.m., 555 New Jersey Avenue, NW, Washington, DC 20001. Register here: www.shankerinstitute.org/event/educationpolicy-political-polarization

Conference: In Defense of the Public Square. May 1-2, 2015. Georgetown University. Register here: <http://www.shankerinstitute.org/event/publicsquare>.