

**Center on Innovation & Improvement**  
**INSTITUTE FOR SCHOOL IMPROVEMENT**  
**AND EDUCATION OPTIONS**

**September 25-26, 2006**

**Brief Biographies for Panelists and Speakers**

***Keynote***

**William Librera**, Presidential Research Professor of Education for the Rutgers University Graduate School of Education, has over 30 years of experience in school reform design, school leadership, policy design and implementation, training and evaluation. He is a former New Jersey State Commissioner of Education, Superintendent of Schools, principal, and teacher, and he is currently Executive Director of the Rutgers University Institute for Student Achievement. He holds a doctorate in Education from the GSE at Rutgers University.

***Topic I: Supplemental Educational Services***

***Session A: State Evaluation of SES***

**Steven M. Ross** is currently a Faudree Professor and Executive Director of the Center for Research in Educational Policy at the University of Memphis. He joined the University of Memphis in 1974 and is a noted lecturer on school programs and educational evaluation. He is the author of six textbooks and over 120 journal articles in the areas of educational technology and instructional design, at-risk learners, educational reform, computer-based instruction, and individualized instruction. He is the editor of the research section of the *Educational Technology Research and Development* journal, and a member of the editorial board for two other professional journals. He has testified on school restructuring research before the U.S. House of Representatives Subcommittee on Early Childhood, Youth, and Families, and is a technical advisor and researcher on current state and national initiatives regarding the evaluation of school leadership, technology usage, supplemental educational services, charter schools, Reading First, and Comprehensive School Reform. He is currently a Technical Advisor for the Center on Innovation and Improvement. He received his doctorate in Educational Psychology from Pennsylvania State University.

**Allison Potter** is a research associate at the Center for Research in Educational Policy, The University of Memphis, Memphis, TN, where she also teaches in the Department of Counseling, Educational Psychology, and Research. Her primary areas of interest and expertise have been in the design, research, and evaluation of statewide educational initiatives that contribute to improved performance of at-risk and underachieving children. Research projects have included multi-state and district supplemental tutoring initiatives, program evaluation, and No Child Left Behind implementation, including evaluations of supplemental educational services for the state departments of education for Tennessee and Louisiana. Development of research and measurement instrumentation has included statewide, district, and individual school assessments. She received her PhD in Educational Psychology and Research at the University of Memphis.

**Sarah Hall** retired from the Maryland State Department of Education (MSDE) and moved back to Oklahoma to spend more time with her son and daughter and their families. After relocating in Norman, she completed contract work as a program monitor with the U.S. Department of Education and as a member the Title I School Support Team Initiative with the Oklahoma State Department of Education (OSDE). Previous experiences include working with state education agencies in Maryland and Colorado and experience as a principal, counselor, and teacher in middle and high schools in

Oklahoma, Texas, and Colorado. As Branch Chief for the Maryland State Department of Education, Sarah coordinated and supervised the activities and functions of the Program Improvement and Family Support Branch, which has responsibility for the administration, management, and evaluation of federal and state grant programs targeting at-risk children, youth and their families, low-performing schools, extended-day programs, and family-involvement initiatives. She provided leadership and guidance to local school systems in planning and developing educational programs to meet the special needs of at-risk children and youth and their families. She has a B.S. in Education from Indiana University of Pennsylvania, and an MA in Education and Counseling from the University of Houston.

**Adam Tanney**, Research Associate at RMC Research Corporation, Portsmouth, NH, serves on both the New England and New York Comprehensive Centers. His comprehensive center roles include providing technical assistance to the Connecticut State Department of Education and New York State Education Department on Supplemental Educational Services as well as serving on the New England State Systems of School Support initiative. He also participates on both the New York and New England regional initiatives on Teacher Quality and Scientifically Based Research. As additional work for RMC Research, he conducts education research and charter school reviews. Prior to joining RMC, he consulted for a Boston pilot school, taught 11<sup>th</sup>- and 12<sup>th</sup>-grade history, tutored high school students, developed after-school programs for elementary students, and coached high school football and rowing. He holds a BA in Government from Dartmouth College and a master's degree in School Leadership from the Harvard Graduate School of Education.

### ***Session B: Outreach to Parents to Increase Enrollment in SES***

**Robert Witherspoon, Jr.** has been an educator and family/community involvement specialist for more than 25 years, with specialized experience in Title I, federal programs, family-school community partnerships, and urban education issues. He is a former training specialist and Executive Director of the National Coalition of Title I Parents, where he coordinated the information, training, and technical assistance services of the organization's headquarters, the National Parent Center in Washington, DC. He is currently a Senior Research Associate with RMC Research Corporation in Arlington, VA. He is also the Parent Involvement Team Leader for the New York Comprehensive Center (NYCC) awarded to RMC Research Corporation. The NYCC, one of 15 federally funded regional centers, provides technical assistance to the NYSED in their implementation of the No Child Left Behind Act. He serves on the Parent Information Resource Center (PIRCs) team, which provides technical assistance to the network of 60 PIRCs funded by the U.S. Department of Education. He has a B.S. in Secondary Education and an MA in Adult Education from the University of the District of Columbia.

**Joe Trunk** is a research associate with the New England Comprehensive Center, liaison to the Center on Innovation and Improvement, and a member of the NECC's adolescent literacy task force. He has extensive experience in middle school education, having served as a school principal and deputy superintendent in the U.S. Virgin Islands for many years. His expertise is in the areas of parent involvement, leadership for school improvement, and building state's capacity to assist districts and schools. He has an MA in Educational Administration from New York University.

**Reatha Owen** is the Vice President of Operations for the Academic Development Institute, and the Director of Regional Centers at the Illinois Family Education Center. She is certified as a Parents as Teachers parent educator (PAT), she served as the State Affiliate for the Parents as Teacher program in Illinois, and she serves with the Illinois State Board of Education's Summer Bridges program in the parent involvement and literacy area through the Illinois Family Education Center's Solid Foundation program. She developed the parent program in Lincoln Community Schools, and developed and taught parent classes on education and family. She provides statewide presentations focusing on development of community parent centers. She received her Associate Degree in Business Administration from the Community College of Allegheny County, and her B.S. in Education from Slippery Rock University in Slippery Rock, PA.

**Germaine L. Edwards** is a Research Associate with the Center on Innovation and Improvement (CII) located at Temple University's Center for Research in Human Development and Education (CRHDE). As a Research Associate with CII, she and the CII team help regional centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students. Her professional background includes her having developed, directed, and managed a variety of educational, career readiness, and job skills training programs in Philadelphia. She has also been the agency lead counselor, case manager, and instructor for such programs. Among her many professional and community outreach activities, she was the Coordinator for the Consortium for Parent Information and Education (CPIE)/LSS. Through CPIE, she worked to empower parental decision making by providing parents with information they need to effectively guide their children's education. As Program and Implementation Specialist, she assisted schools and organizations with implementing more effective parent involvement initiatives. She served on the Pennsylvania Family Involvement Network (PAFIN), which is an Advisory Committee to the Pennsylvania Governor's Institute for Parental Involvement, and she served on the advisory committee for the School District of Philadelphia Parent Leadership Academy. She holds a PhD in Education/Adult and Organizational Development from Temple University.

**Bernadette Anderson** has been the Community Education Director for the Academic Development Institute (ADI) and the Illinois Family Education Center (IFEC) since 2003, where she coordinates the work of a network of community-based organizations (CBOs) and faith-based organizations (FBOs), and develops and provides training for the CBOs and FBOs. Since 2000, she has been the Coordinator of the Metro East Parent Connection, where she conducts parent workshops and parent leadership training, and works collaboratively with school district personnel and related agencies to facilitate the Solid Foundation Program. She received her BA in Political Science, with a minor in Sociology, from the University of Idaho.

## ***Topic II: Restructuring***

### ***Session A: What Does the Research Say?***

**Kenneth Wong** is the Walter and Leonore Annenberg Professor in Education Policy and the Director of the Urban Education Policy Program at Brown University. He taught at Vanderbilt University and the University of Chicago. In 2004, he was awarded a \$10 million grant by the Institute of Education Sciences to establish and direct the National Center on School Choice, Competition, and Student Achievement. He is nationally known for his research in educational innovation, outcome-based accountability, and governance redesign (including charter school, city and state takeover, and Title I schoolwide reform). He has advised the U.S. Congress, state legislatures, mayoral offices, and the leadership in several large urban school systems on how to redesign the accountability framework. He earned his PhD in Political Science from the University of Chicago in 1983.

**Carole L. Perlman**, before joining the Center on Innovation and Improvement as a Technical Advisor, served as School Improvement Coordinator for the Chicago Public Schools from 2003 to 2006. For 20 years she was director of student assessment for the Chicago Public Schools. She holds a B.S. in Mathematics with honors from the University of Illinois at Chicago (UIC), an M.S. in Statistics from the University of Illinois at Urbana-Champaign and a doctorate in Public Policy Analysis from UIC. A past president of the National Association of Test Directors (NATD) and past board member of the National Council on Measurement in Education (NCME), she also served on the Center for Research on Evaluation, Standards, and Student Testing (CRESST) National Advisory Board and represented NCME for two terms on the Joint Committee on Testing Practices. She has served on numerous state and federal advisory panels, including the 1992 NAEP Reading Framework Steering Committee, the first NAEP Mathematics Standard-Setting Panel, the Education Information Advisory Committee's Assessment Task Force, and the Voluntary National Test Technical Advisory Committee. She is a frequent presenter at professional conferences and is the recipient of the AERA Division D Research

Report Award, National Association of Test Directors Career Award for Outstanding Contributions to Educational Assessment, and the UIC College of Education's Distinguished Alumna Award.

**Herbert J. Walberg** serves as Chief Scientific Advisor to the Center on Innovation and Improvement. He has retired from 38 years of teaching at Harvard University and the University of Illinois at Chicago. He served as coordinator of a book–conference series on educational improvement at the Laboratory for Student Success (LSS)—a series that focused on improving achievement among at-risk urban and rural children. He served as a founding member and chair of the Design and Analysis Committee of the National Assessment Governing Board, referred to as “the national school board,” given its mission to set education standards for U.S. students and measure progress in achieving them. He is now Distinguished Visiting Fellow at the Stanford University Hoover Institution. He is a founding fellow of the International Academy of Education, headquartered in Brussels, for which he edits a booklet series on effective educational practices distributed by the UNESCO International Bureau of Education. This work continues his longstanding interests in providing evidence-based practical information to policymakers and educators. He has given invited lectures in Australia, Belgium, China, England, France, Germany, Italy, Israel, Japan, the Netherlands, South Africa, Sweden, Taiwan, Venezuela, and the United States to educators and policymakers on subjects including standards, accountability, and educational improvement.

**Bryan C. Hassel** is Co-Director of Public Impact, a national education policy and management consulting firm based in Chapel Hill, NC. He consults nationally on charter schools and the reform of existing public schools. In the charter school arena, he is a recognized expert on state charter school policies, accountability and oversight systems, and facilities financing. Other areas of education reform in which he has worked extensively include school district restructuring, comprehensive school reform, and teaching quality. President Bush appointed him to serve on the national Commission on Excellence in Special Education, which produced its report in July 2002. He received his doctorate in Public Policy from Harvard University and his master's in Politics from Oxford University, which he attended as a Rhodes Scholar.

**Kerstin Carlson Le Floch** is a Senior Research Analyst with the American Institutes for Research, whose work focuses on school improvement and accountability. At present, Dr. Le Floch directs the Study of State Implementation of Accountability and Teacher Quality under NCLB and is Deputy Director on the National Longitudinal Study of No Child Left Behind, both for the U.S. Department of Education. Together these studies constitute the most important sources of information for the Congressionally-mandated National Assessment of Title I, which will inform the next reauthorization of the Elementary and Secondary Education Act. Dr. Le Floch has also collaborated on studies of state accountability policies, including the Immediate Intervention/Underperforming Schools Program in California. Prior to joining AIR, Dr. Le Floch was involved with the Fifty State Survey of State Assessment and Accountability Systems, conducted by the Consortium for Policy Research in Education (CPRE). Dr. Le Floch regularly presents papers at national conferences and has written articles and book chapters on accountability, school improvement, research methodology and state education policies. She received her MA in Political Science, and her PhD in Education Organization and Policy Studies, from the University of North Carolina at Chapel Hill.

### ***Session B: District Support for “Urgent and Substantial” School Improvement as in Restructuring***

**Gordon Cawelti** has served since 1992 as Senior Research Associate for the Educational Research Service in Arlington, VA, where he is conducting research on various approaches to improving student achievement. He also served as Director of The Achievement Consortium which was sponsored by the Mid-Atlantic Regional Educational Laboratory in Philadelphia. He received his PhD from the University of Iowa, served as a science teacher and a principal in two high schools, and as Executive Director of the North Central Association in Chicago. From 1969-1973 he served as superintendent of the 80,000 student Tulsa Public Schools where he was involved in developing several innovative schools, undertook

an extensive school construction program, and provided leadership in the school desegregation process which eliminated all racially isolated schools. In Washington he served for 19 years as Executive Director of the Association for Supervision and Curriculum Development. He has served as a management consultant to many schools districts in the areas of instructional leadership, school restructuring, and improving student achievement, and has provided training in several countries in the Middle East, Europe, and the Far East.

**David F. Grace** is the Superintendent of Schools for Lincoln School District 156 in Calumet City, IL, which was chosen by the Center on Innovation and Improvement as one of its Consistently Improving Districts, and was recognized this year by the Illinois State Board of Education as an Illinois Honor Roll School. Apart from his considerable superintendent responsibilities, he has worked collaboratively towards developing a vision of what the staff and the community want to achieve, and re-establishing financial stability in the school district budget in order to build toward fiscal certainty. This year he received the Allen J. Albus Presidential award from the Illinois Association of School Business Officials, and the Exemplary Service to Education Award by the Illinois Association of School Administrators. He received his B.S. in Education from Eastern Illinois University in Charleston, IL; his MBA from Indiana State University in Terre Haute, IN; and his PhD in Educational Organization Leadership from the University of Illinois in Champaign, IL.

**Nancy Protheroe** is the director of special research projects at Educational Research Service (ERS). She is responsible for projects such as the *Informed Educator* series, the ERS *What We Know About* reports (both used primarily by teachers and principals), issues updates for superintendents and principals, the *Essentials for Principals* series published with the National Association of Elementary School Principals, and the *Supporting Good Teaching* series. In addition, she was the co-director of a federally funded Transition to Teaching program that prepared alternative route teachers for positions in special education. While at ERS, she has managed the development and production of a variety of products intended to analyze and summarize research and practice on critical issues for use by school personnel. A topical emphasis over the past decade has been school- and district-level efforts to improve student achievement. She also has developed and conducted workshops on use of research to raise student achievement, effective use of data in decision making, and needs assessment techniques for schools and school districts. She received her M.Ed. in Educational Administration and Student Services from Kent State University, Kent, OH.

**Ted Stilwill**, one of the nation's most respected educational leaders, holds a master's degree in teaching from Drake University and brings an unfaltering commitment to education in addition to an impressive repertoire of skills, experience, and field connections to the proposed position of Great Lakes East and Great Lakes West Comprehensive Centers project director. As Iowa's director of education for nearly 10 years, Stilwill oversaw the development, passage, and implementation of landmark teacher quality and student achievement legislation that improved the salary and professional development support systems for Iowa teachers while maintaining strong accountability for increased student learning. Prior to becoming the state's chief state school officer, Stilwill served as the administrator of the Iowa Department of Education's elementary and secondary education division for seven years. His career also includes 18 years in various classroom and administrative positions at the school and district levels. A past president and former board member of several organizations—including the Council of Chief State School Officers and NCREL—Stilwill brings extensive leadership ability and a national reputation for excellence to the position. He also is skilled in project management, staff supervision, problem solving, general management, public speaking, and consensus building.

### ***CII Management Team***

**Sam Redding** is Director of the Center on Innovation and Improvement. For the past 21 years he has served as the executive director of the Academic Development Institute (ADI), where he supervises a 43-member staff, with four offices in Illinois and one in Pennsylvania, and manages a budget that includes two U.S. Department of Education grants, state grants, foundation grants, and fees for services

to districts. He has been executive editor of the *School Community Journal* since 1991 and was a senior research associate of the Laboratory for Student Success (LSS) at Temple University from 1995 to 2005. He has edited three books on family–school relationships, written a book on school improvement, and written in the areas of school management, school improvement, and factors affecting school learning. He has served on a variety of state committees, including the standards-writing committee for the Illinois State Board of Education; the Positive Behavioral Interventions & Supports (PBIS) Leadership Team; and the Collaborative for Academic, Social, and Emotional Learning. He has served on various civic boards, as well as the boards of the Effective Schools Institute and Superintendency Institute. In 2000, Sam conducted a study for LSS of 102 schools in 11 states that were implementing comprehensive school reform. He has worked directly with more than 40 districts in comprehensive school reform, consulting with their administration, training teachers, and establishing systems for tracking student learning data. He holds a doctorate in Educational Administration from Illinois State University, master’s degrees in both Psychology and English, and is a graduate of Harvard’s Institute for Educational Management.

**C. Thomas Kerins** serves as Program Director for the Center on Innovation and Improvement. He holds a doctorate in educational administration from the University of Illinois and a master’s degree in education research from Loyola University. Tom has held positions including the State Director of Testing for Illinois (SEA); Assistant Superintendent for School Improvement and Assessment for the Illinois State Board of Education (SEA); and Assistant Superintendent for School Improvement, Standards, and Assessment for the Springfield School District. He has chaired the Committee on Evaluation and Information Systems for CCSSO, is a member of the No Child Left Behind Advisory Panel evaluating enhanced assessment proposals from the states, and serves on the Chicago School Foundation Academic Advisory Council. He has been a consultant to WestEd—the U.S. Department of Education Institute for Education Science Western Regional Education Laboratory, the Chicago Public Schools, and the state departments of education in Indiana, Nevada, and South Carolina.

**Marilyn Murphy** is the Director of Communication for the Center on Innovation and Improvement. From 2003 to 2006, she served as the Co-Director of the Laboratory for Student Success at CRHDE (Temple University), where she oversaw the day-to-day operations of a \$38 million, 5-year federal grant. From 2000 to 2003, she was Director of Outreach and Dissemination at CRHDE, supervising editorial, conference, library, and web staff; developing presentations and coordinating publications; and managing CRHDE’s communication with researchers, staff, and practitioners. She has coordinated 24 National Invitational Conferences and managed the production and publication of books derived from them. She holds a master’s degree in Literature from the College of New Jersey and is a doctoral candidate at Temple University.

**Herbert J. Walberg** serves as Chief Scientific Advisor to the Center on Innovation and Improvement. He has retired from 38 years of teaching at Harvard University and the University of Illinois at Chicago. He served as coordinator of a book–conference series on educational improvement at the Laboratory for Student Success (LSS)—a series that focused on improving achievement among at-risk urban and rural children. He served as a founding member and chair of the Design and Analysis Committee of the National Assessment Governing Board, referred to as “the national school board,” given its mission to set education standards for U.S. students and measure progress in achieving them. He is now Distinguished Visiting Fellow at the Stanford University Hoover Institution. He is a founding fellow of the International Academy of Education, headquartered in Brussels, for which he edits a booklet series on effective educational practices distributed by the UNESCO International Bureau of Education. This work continues his longstanding interests in providing evidence-based practical information to policymakers and educators. He has given invited lectures in Australia, Belgium, China, England, France, Germany, Italy, Israel, Japan, the Netherlands, South Africa, Sweden, Taiwan, Venezuela, and the United States to educators and policymakers on subjects including standards, accountability, and educational improvement.