



LEVERS for CHANGE

the 3rd ANNUAL
**EDUCATION
LEADERSHIP
CONFERENCE**

February 13, 2009

Yale School of Management

The Omni Hotel

New Haven, Connecticut

8:00 a.m.–7:30 p.m

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Welcome

Welcome to the 3rd Annual Education Leadership Conference, hosted by the Education Club at the Yale School of Management!

As the world of education reform grows, and the number of people and organizations dedicated to improving K-12 education in America proliferates, it becomes the duty of those both currently involved and those just entering to examine the effectiveness of different innovations, tools and methodologies for closing the achievement gap, increasing the number of students who graduate, and preparing students for bright, successful futures. This conference is dedicated to informing leaders and creating a space for sharing what works and what doesn't; what small changes can make a major impact for the one, the few or the many.

A lever is defined as: a simple machine that can be used to exert a large force over a small distance at one end by exerting only a small force over a greater distance at the other. In other words, through its use, great things can be achieved by those willing to make even small changes over the long run. This conference is intended to bring together leaders who are tirelessly exerting what small force they can to create major impact for students in America. It is intended to allow for collaboration and debate, cooperation and conflict, and through such mechanics, to result in the greatest possible outcomes for our students today and tomorrow.

Welcome and enjoy the day.

Sponsors



Conference Agenda

- 8:00 a.m.–9:00 a.m.** **Registration and Breakfast**
Lobby and Grand Ballroom
- 9:00 a.m.–10:00 a.m.** **Opening Keynote Address**
Grand Ballroom
- 10:00 a.m.–10:30 a.m.** **Transition to Panel Session I**
- 10:30 a.m.–12:00 p.m.** **Panel Session I**
College Room Nature vs. Nurture: Is It Possible to Develop Excellent Teachers?
Chapel Room International Benchmarks and Global Competitiveness: Why the U.S. Doesn't Stack Up
Temple Room The Market and the American High School Diploma: The Big Disconnect
York Room State Education Spending and the Federal Stimulus: Can We Keep Reform on Track through the Budget Crunch?
- 12:00 p.m.–1:15 p.m.** **Lunch**
Lobby and Grand Ballroom
- Career Fair**
Ballroom D
- 1:15 p.m.–1:30 p.m.** **Transition to Panel Session II**
- 1:30 p.m.–3:00 p.m.** **Panel Session II**
Chapel Room Attracting Top Talent into the Teaching Profession
York Room Strategic Partnerships in Education
College Room The CMO Theory of Change: Is There a Tipping Point?
Temple Room Maximizing Impact in Education Reform: The Essential Role of the Union
- 3:00 p.m.–3:30 p.m.** **Transition to Panel Session III**
- 3:30 p.m.–5:00 p.m.** **Panel Session III**
College Room The 21st Century Principal: What Defines Effective School Leadership?
Temple Room Case Study: Teacher and Principal Compensation Reform in Denver Public Schools
Chapel Room Non-Traditional Solutions to the Dropout Crisis
- 5:15 p.m.–6:00 p.m.** **Closing Keynote Address**
Grand Ballroom
- 6:00 p.m.–7:30 p.m.** **Reception**
John Davenport's at the Top of the Park

Panel Descriptions and Participants

Panel Session I: 10:30 a.m.–12:00 p.m.

Nature v. Nurture: Is it Possible to Develop Excellent Teachers?

With the success of several organizations increasing the human capital pipeline in education, new questions have arisen regarding teacher quality and retention: how do we raise the performance of both new and experienced teachers to meet the demands put on them in today's reform agenda? Is teaching well an innate talent, a learned skill, or both? In this breakout session, we spotlight those organizations and institutions that are helping prepare new teachers and develop underperforming ones.

MODERATOR Eva Ostrum, Founder, High School Futures

Barnett Berry, President and CEO, Center for Teaching Quality
Ebbie Parsons, Director of Human Capital, UKA Teacher U
Kay Merseth, Director, Teacher Education Program, Harvard Graduate School of Education
Lisa Vahey, Director, Chicago New Teacher Center

International Benchmarks and Global Competitiveness: Why the U.S. Doesn't Stack Up

April 2009 marks the 26th anniversary of the release of *A Nation at Risk*, the National Commission on Excellence in Education's report claiming that the "mediocrity" of K-12 public schools threatens the United States' pre-eminence in trade and scientific and technological innovation. Since then, there has been continued focus on the US' standings in international educational rankings, which show US assessment scores lagging those of competitor countries. In this breakout session, experts will relate the findings of their research on international education systems and the implications for improving American school systems. Topics will cover teacher training and selection, teaching methods, and curriculum.

MODERATOR Frances McLaughlin, Senior Director, The Broad Foundation

Robert Compton, Entrepreneur and Executive Producer of the Documentary
"Two Million Minutes"
Jim Hull, Policy Analyst, Center for Public Education
Andrew Moffit, Senior Practice Expert, Global Education Practice, McKinsey & Co.
Jeffery Thomas, Founder, Singaporemath.com
Amber Winkler, Research Director, Thomas B. Fordham Foundation

The Market and the American High School Diploma: The Big Disconnect

The last decade of education reform has pressed districts to enact stiffer graduation requirements and states to heighten standards and increase testing. Still, a significant percentage of students are graduating without necessary academic or vocational proficiency and remain ill-prepared for 21st century jobs or for college. While the response from the K-12 education community has been loud, there has been little response from the hiring community or post-secondary education providers. Why have these stakeholders been relatively reluctant to get involved in reforming our high schools? This break-out session explores potential reasons why employers and universities have been slow to respond and spotlights organizations currently working to build a stronger connection between the needs of the market and a high school diploma.

MODERATOR Scott Cech, Associate Editor, Education Week & Events Content Manager, Editorial Projects in Education
Gary Hoachlander, President, ConnectEd
Lauren Weisberg Kaufman, Executive Director, Education Foundation, CT Business and Industry Association
Alissa Peltzman, Network Manager, Achieve Inc.
Michael Schmedlen, Board Member, The Partnership for 21st Century Skills & Director of Education Marketing, Lenovo
Adam Thibault, Policy Director, Strong American Schools

State Education Spending and the Federal Stimulus: Can We Keep Reform on Track through the Budget Crunch?

The debate over No Child Left Behind has drawn lots of attention of late to the federal role in education politics and policy. But the reality is that state and local governments are still responsible for the vast majority of spending and policy decisions in the realm of public education. That may be about to change as the U.S. House and Senate contemplate a stimulus package that will very likely expand federal education spending by hundreds of billions of dollars. Does this mark the start of a new era in the politics of public education at the state level, or just a short term measure to sustain the system as we know it? What are the opportunities and challenges in harnessing these federal resources to maximum effect in the midst of an economic crisis? Leading officials from Connecticut and Rhode Island share their perspectives from the frontlines..

MODERATOR Alex Johnston, CEO, Connecticut Coalition for Achievement Now
State Representative Andrew Fleischmann, Education Committee Co-Chair, Connecticut General Assembly
Honorable Dan McKee, Mayor, Cumberland, Rhode Island
Michael Meotti, Commissioner, Connecticut State Department of Higher Education
Congressman Chris Murphy, U.S. Representative, Fifth District, Connecticut
Allan Taylor, Chairman, Connecticut State Board of Education

Panel Session II: 1:30 p.m.–3:00 p.m.

Attracting Top Talent into the Teaching Profession

Many levers can be pulled to improve the teacher pipeline, arguably the most impactful factor in education reform. This panel will discuss innovations in teacher recruitment and selection intended to increase the quality of new teachers, covering topics such as targeted marketing programs, increasing selectivity, and offering better compensation plans. Panelists will represent stakeholders with different approaches to teacher recruitment and selection: a school district, a charter school, a teachers' union, Teach for America, and the New Teacher Project.

MODERATOR Maia Heyck-Merlin, Chief Talent Officer, Achievement First
David Malbin, Partner, Teaching Quality Innovations, The New Teacher Project
Amy McIntosh, Chief Talent Officer, New York City Department of Education
Nathan Saunders, General Vice President, Washington Teachers' Union
Gillian Smith, Chief Marketing Officer, Teach for America
Zeke Vanderhoek, Founder and Principal, The Equity Project (TEP) Charter School

Strategic Partnerships in Education

While some districts choose not to partner with outside organizations at all, other superintendents devote cabinet-level positions to the cultivation of external partners. Whether the issue is curriculum, funding, teacher training, or after-school programming, many districts find partnerships to be a key component of their strategy for closing the achievement gap. These partnerships include both those initiated by school districts as well as those initiated by corporations and non-profit organizations committed to education reform. This break-out session explores the critical role that strategic partnerships can play for a school district and spotlights three organizations currently partnering with districts to improve education.

MODERATOR Scott Morgan, Founder and President, Education Pioneers

Ben Lummis, Managing Director, Expanded Learning Time Initiative, Mass 2020
Bill Taylor, Senior Director, National Academy Foundation
Tom Vander Ark, Managing Partner, Revolution Learning
Dudley Williams, District Education Strategy Relations Manager, Stamford Public Schools
Ellen Winn, Strategic Consultant, Education Equality Project

The CMO Theory of Change: Is There a Tipping Point?

While many big players in the Charter Movement have insisted on an impending Tipping Point, others both within and without the movement have begun to express doubt that such a point exists. Will the proliferation of the charter movement exert enough competitive pressure to force district-wide reform? Furthermore, as more philanthropy is invested in the charter movement, there is increased urgency to analyze the required return on investment for such dollars. This panel explores evidence to support both sides of the Tipping Point argument and rewinds the clock to examine the “Theory of Change” of the Charter Movement.

MODERATOR Andy Rotherham, Co-Director, EducationSector

Robert Lenz, Co Founder and CEO, Envision Schools
Jim Peyser, Partner, NewSchools Venture Fund
Gary Robichaux, Director Elementary Schools, Recovery School District
Dacia Toll, Co-Founder and Co-CEO, Achievement First
Caprice Young, Interim CEO of KCDL, Knowledge Universe

Maximizing Impact in Education Reform: The Essential Role of the Union

As education reformers and leaders move forward their reform agendas, they are recognizing the importance of collaborating with teachers’ unions, arguably the most important constituencies in the movement. Further, as their policies strongly influence schools’ and districts’ finances, operations, strategies, and cultures, teachers’ unions provide the fulcrum for many levers of change within education reform. In this breakout session, national union president Randi Weingarten discusses the role of the union in education reform and highlights those reformers and districts that are best poised for success due to their labor policies.

MODERATOR Alexander Russo, Author, This Week in Education

Randi Weingarten, President, American Federation of Teachers

Panel Session III: 3:30 p.m. – 5:00 p.m.

The 21st Century Principal: What Defines Effective School Leadership?

A central tenet of several district reform efforts is decentralization and the consequent empowerment of individual school principals. Though this concept of autonomy is not revolutionary, the theory in modern practice looks very different across districts and organizations and research varies as to its most effective implementation. This panel explores the various ways that champion superintendents and reformers have defined autonomy (as well as what constitutes effective school leadership) at the school level as well as what makes for a successful paradigm shift at the district level.

MODERATOR Jody Spiro, Senior Program Officer, Education, the Wallace Foundation

Steven J. Adamowski, Superintendent, Hartford Public Schools
Sandy Blazer, CAO, Green Dot Public Schools
Ilene Friedman, Vice President, Principal Preparation Programs, NYC Leadership Academy
Paul Newton, Principal, Enrico Fermi High School
Nelson Smith, President and CEO, National Alliance for Public Charter Schools

Case Study: Teacher and Principal Compensation Reform in Denver Public Schools

Several school districts throughout the nation have started using compensation as a lever in K-12 education reform. Newly-appointed Superintendent and former COO Tom Boasberg will discuss such efforts in Denver Public Schools, focusing on the implementation of the Professional Compensation System for Teachers (ProComp), a front-loaded compensation plan offering teachers bonuses based on working in high-needs schools, raising student achievement, and taking part in professional development. ProComp, begun in 2004 and paid for primarily through property taxes, was among the first large-scale functioning alternatives to the traditional salary schedule. Boasberg will discuss the results of ProComp and working with the Denver Classroom Teachers' Association on its execution.

MODERATOR Eli Kennedy, Director, The Broad Foundation

Tom Boasberg, Superintendent, Denver Public Schools

Non-Traditional Solutions to the Drop-Out Crisis

Nationwide, only about seventy percent of students earn their high school diplomas, and in some cities, this number is as low as thirty percent. Of the 1.2 million students who fail to graduate on time each year, approximately 7,000 students drop out of school every school day -- or 1 student every 90 seconds. Despite these sobering statistics and increased efforts to address the epidemic at the federal, state and local level, school districts struggle to implement strategies that make more than a dent in the problem. This break-out session spotlights four organizations that are exploring non-traditional, scalable solutions that are achieving success in keeping students in school.

MODERATOR Bob Wise, President, Alliance for Excellent Education

Cami Anderson, Superintendent, NYC Alternative Schools (District 79)
Charles Hiteshew, Executive Vice President, America's Promise Alliance
William E. Milliken, Founder and Vice Chairman, Communities in Schools / Author of
The Last Dropout: Stop the Epidemic
John Murray, Co-Founder, Chairman & CEO, AdvancePath Academies, Inc.

Speaker and Panelist Biographies

Opening Keynote Speaker



Joel Klein, Chancellor, New York City Department of Education

Joel I. Klein is Chancellor of the New York City Department of Education. As Chancellor, Mr. Klein oversees a system of 1,450 schools and 136,000 employees with a \$15 billion budget and launched *Children First* in 2002, a comprehensive reform strategy that has brought coherence and capacity to the system and resulted in significant increases in student performance. In the next phase of *Children First*, Chancellor Klein is instituting ambitious reforms to make the system even more accountable for student achievement, while expanding the authority of principals to create the learning environment they think is best for their schools. Formerly chairman and CEO of Bertelsmann, Inc, a media company, Mr. Klein served as Assistant U.S. Attorney General in charge of the Antitrust Division of the U.S. Department of Justice until September 2000 and was Deputy White House Counsel to President Clinton from 1993-1995. Mr. Klein entered the Clinton administration after 20 years of public and private legal work in Washington, D.C. He attended New York City's public schools and graduated from William Cullen Bryant High School. He received his BA from Columbia University where he graduated magna cum laude/Phi Beta Kappa in 1967, and earned his J.D. from Harvard Law School in 1971, again graduating magna cum laude.

Closing Keynote Speaker



Alberto Carvalho, Superintendent, Miami-Dade County Public Schools

Alberto M. Carvalho was appointed as Superintendent of Miami-Dade County Public Schools, the nation's fourth-largest school district, on Wednesday, September 10, 2008. Prior to accepting this position he had served under five superintendents, most recently serving as the Associate Superintendent for Intergovernmental Affairs and Grants Administration. Since 1990, Mr. Carvalho has been committed to achieving academic excellence for all children; first as a classroom science teacher, later as a school site administrator and a national advocate for secondary school reform, and then as a key member of the Superintendent's Senior Staff and/or Cabinet advising the schools' chief and the School Board on a myriad of key issues, including community relations, budgeting and legislative affairs. In these capacities, Mr. Carvalho has succeeded in building bridges with virtually every aspect of the community. In 2005, he headed up the establishment of The Parent Academy, which focuses on providing parents the resources, information and educational opportunities necessary to create a community of parents whose expectations of public education are nothing less than excellence. Financed through private dollars, The Parent Academy has served more than 100,000 parents in the Miami-Dade community over the past three years, earning the district national recognition. Mr. Carvalho is a recipient of The Cervantes Outstanding Educator Award and was named as a Best Educator in 2007 by Miami Today. He has been acknowledged by the U.S. Department of Education as a leader in the New American High Schools Initiative, and he is a regular speaker at national and international conferences on the topic of education innovation. Mr. Carvalho holds a Bachelor of Science degree in biology/biomedical science from Barry University and a Masters of Educational Leadership from Nova University