

EMPOWERED EDUCATORS

**HOW HIGH-PERFORMING SYSTEMS SHAPE TEACHING QUALITY
AROUND THE WORLD**

Tuesday, June 6, 2017
American Association for the Advancement of Science
1200 New York Avenue, NW
Washington, DC 20005

Peggy Brookins: President and CEO, National Board for Professional Teaching Standards

Brookins' long career as an educator includes many national leadership positions and accolades. In July 2014, President Barack Obama named Brookins as a member of the President's Advisory Commission on Educational Excellence for African Americans. She joined the National Board from the Engineering and Manufacturing Institute of Technology at Forest High School in Ocala, Florida, which she co-founded in 1994 and where she served as director and as a mathematics instructor.

Betsy Brown Ruzzi: Vice President, National Center on Education and the Economy, and Director, Center on International Education Benchmarking

Brown Ruzzi directs NCEE's efforts to help the United States understand the principles, policies, and practices that top-performing countries use to drive their education systems. She oversees a grant program supporting scholars from around the world to study the practices of countries whose students regularly top the PISA league tables. She helps states redesign their primary and secondary education systems to match the performance of the world leaders in education. Brown Ruzzi also manages NCEE's advocacy, outreach and public relations work. During her career at NCEE she helped create the National Institute for School Leadership, the National Skill Standards Board, the Commission on the Skills of the American Workforce, and the National Board for Professional Teaching Standards, all initiatives to improve the academic performance of our nation's students and strengthen the skills of our workforce. Brown Ruzzi also worked in the Congress, the British Parliament and the Governor's Office in Massachusetts.

Dion Burns: Senior Researcher, Learning Policy Institute

Before joining the staff at the Learning Policy Institute, Burns was a research analyst at the Stanford Center for Opportunity Policy in Education, where he continues to work on selected projects. With a background in policy and quantitative analysis, Burns' recent research has included a study of policies that support teaching quality in high-performing and high-equity education systems around the world, as well as an analysis of learning outcomes in high schools that promote student-centered learning. He has previously worked in international education diplomacy with roles in Latin America and South Korea, in higher education policy in New Zealand, and as a teacher in Japan.

Linda Darling-Hammond: President and CEO, Learning Policy Institute

Darling-Hammond is the Charles E. Ducommun Professor of Education Emeritus at Stanford University where she founded the Stanford Center for Opportunity Policy in Education and served as the faculty sponsor of the Stanford Teacher Education

Program. She is past president of the American Educational Research Association and recipient of its awards for Distinguished Contributions to Research, Lifetime Achievement, and Research-to-Policy. She served as executive director of the National Commission on Teaching and America's Future. While at Stanford University, Darling-Hammond launched the Stanford Educational Leadership Institute and the School Redesign Network. Darling-Hammond began her career as a public school teacher and co-founded both a preschool and a public high school.

Lily Eskelsen García: President, National Education Association

Prior to assuming the top post, Eskelsen García served two terms as NEA Vice President and Secretary-Treasurer. She was named Utah Teacher of the Year in 1989 after nine years in the classroom. She also worked with homeless children and gifted children; as a mentor for student teachers; and as a peer assistance team leader at Orchard Elementary School in the suburbs of Salt Lake City.

A. Lin Goodwin: Evenden Professor of Education and Vice Dean, Teachers College, Columbia University

Goodwin is Co-Director of an MA degree program jointly created and operated by Teachers College and Singapore's National Institute of Education. Goodwin is an authority on teacher education for urban and multicultural contexts; teacher beliefs; equity education; and Asian American educational experiences and identity development. She has published several books, including *Promoting Social Justice for Young Children* and *Assessment for Equity and Inclusion: Embracing All Our Children*.

Karen Hammerness: Director of Education Research and Evaluation, American Museum of Natural History

Hammerness began her research on teaching at the Stanford University School of Education. Her work focuses on teacher education program design and pedagogy and has included examining a variety of teacher education programs. She has contributed to a number of books on teaching including *Teacher Education Around the World: Changing Policies and Practices* and *Preparing Teachers for a Changing World*.

Ann McIntyre: Australian Education Researcher and Policy Leader, Co-author and Australia Researcher

McIntyre is an experienced Australian principal, superintendent and state policy leader who is recognized for her work in quality teaching, leadership, and school and system improvement. McIntyre's research and professional learning draws together policy and school practice to explore the power of the alignment of teacher, leader and system learning and their impact on student learning. As the Director of Professional Learning and Leadership Development in NSW she led the development of professional frameworks, programs and policy.

Shael Polakow-Suransky: President, Bank Street College of Education

Under his leadership, Bank Street is building new models for teacher education, expanding its work with public schools, and developing a new applied research center focused on early childhood policy and practice. Prior to this role, Polakow-Suransky was the second-in-command at the New York City Department of Education, serving as Chief Academic Officer and Senior Deputy Chancellor. In the nation's largest school system, Shael oversaw teaching and learning across more than 1,600 district schools and

was a strong advocate for teacher and principal autonomy, balanced accountability, and reforms designed to improve learning experiences for the City's most vulnerable students. Earlier in his career, Polakow-Suransky worked as a teacher and founding principal of Bronx International High School.

Mistilina Sato: Associate Professor and Campbell Chair for Innovation in Teacher Development, University of Minnesota-Twin Cities

Sato is the inaugural holder of the Carmen Starkson Campbell Chair for Innovation in Teacher Development. Her research focuses on teaching across the career continuum, including teacher preparation, performance assessment of teachers, early career induction, teacher evaluation, teacher leadership, and National Board Certification. Sato is currently the co-Primary Investigator and Director of the Teacher Education Redesign Initiative and leads the Teacher Education Research Collaborative.

Andreas Schleicher: Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General, Organisation for Economic Co-operation and Development (OECD) in Paris

Schleicher promotes the work of the Directorate for Education and Skills on a global stage and fosters co-operation both within and outside the OECD. In addition to policy and country reviews, the work of the Directorate includes the Programme for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES).

Marc Tucker: President and CEO, National Center on Education and the Economy

Tucker is the founder of NCEE and has been a leader of the standards-driven education reform movement for many years. He created New Standards, a 23-state consortium designed to develop internationally benchmarked student performance standards and matching student examinations. He authored the 1986 Carnegie Report, *A Nation Prepared: Teachers for the 21st Century*, which called for a restructuring of America's schools based on standards; created the National Board for Professional Teaching Standards; created the Commission on the Skills of the American Workforce and co-authored its report, *America's Choice: high skills or low wages!*, which called for a new high school leaving certificate based on standards; and was instrumental in creating the National Skill Standards Board and served as the chairman of its committee on standards and assessment policy. Tucker also created the National Institute of School Leadership, the largest executive development program for school leaders in the United States.

Ryan Wise: Director, Iowa Department of Education

Wise formerly served as deputy director of the department and led the implementation of Iowa's Teacher Leadership and Compensation System (TLC). He was managing director for growth strategy and development for Teach for All from 2008-2010. He was the executive director of Teach for America in South Dakota from 2003-2008, where, among other achievements, he worked with both public and Bureau of Indian Affairs grant schools on the Pine Ridge and Rosebud Reservations to improve educational opportunities.