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David Bloomfield is a professor at Brooklyn College where his expertise includes education law and legislation and school district governance and reform. He has previously served as Counsel to the New York City Board of Education, General Counsel and Senior Education Advisor to the Manhattan Borough President, Executive Director for Public Education Programs at the New York City Partnership, and an associate at Hogan & Hartson in Washington, DC. A certified teacher, principal, and superintendent, Mr. Bloomfield has also taught in elementary and middle schools. In 2007, he was elected President of New York's Citywide Council on High Schools, an elected parent advisory body. He is the author of *American Public Education Law* (Peter Lang, 2007) among other publications and holds degrees from Brandeis University, Princeton University, and Columbia Law School.

Frederick Brigham is a professor at George Mason University where his research interests include teacher behavior, interventions for students with mild disabilities, curriculum-based measurement, and validation of learning strategy instruction with eye-tracking techniques. He has also taught at Valparaiso University, Bowling Green State University, and the University of Virginia. He is President-Elect of the Council for Exceptional Children, Division for Research, and has completed two terms as co-editor of the journal *Behavioral Disorders*. Before his doctoral work, he served as a special education teacher for students with emotional and behavioral disorders at the high school and middle school levels and as a sixth grade teacher in three different schools in Ohio. Dr. Brigham holds degrees from Bowling Green State University and Purdue University.

Drema Brown is Director of Aspiring Principals and Student Achievement for New Leaders for New Schools where she leads the design, delivery, and coordination of the workshops and training sessions to develop new leaders across their developmental continuum. Before joining New Leaders in 2002, Ms. Brown spent several years as a teacher at Amistad Academy in New Haven, CT. In 2003, she became principal of P.S. 230 in the South Bronx, a 560-student elementary school that had been through four principals in two years and where student achievement and staff morale were at rock bottom. Because of her strong leadership, 51.8% of students were proficient in math and 41.4% in English language arts at the end of last year – gains of 26.3% and 23.7%, respectively. Ms. Brown is a graduate of Yale University.

Janet Corcoran is President of Common Good. Before joining the organization in 2006, she was President of PENCIL, a non-profit organization dedicated to generating and coordinating civic support for the New York City public school system. Ms. Corcoran has also served as Vice-President of GE Capital Global Project Structured Finance, Senior Counsel and Vice-President of the Financial Guaranty Insurance Company, and Deputy Chief of the Public Securities Law Division of The Port Authority of New York and New Jersey. She has served the Harvard Alumni Association in various capacities over the years, including as Vice-President of University-Wide Affairs for the last three years. Ms. Corcoran holds degrees from Radcliffe College, Boston College Law School, and Harvard University.

William Damon is a senior fellow at the Hoover Institution, Director of the Stanford Center on Adolescence, and a professor at Stanford University. His current research explores how people develop character and a sense of purpose in their work, family, and community relationships. He examines how young people can approach their careers with a focus on purpose, imagination, and high standards of excellence. An author of numerous books, book chapters, and articles, Dr. Damon's works include *Greater Expectations: Overcoming the Culture of Indulgence in Our Homes and Schools* (Free Press, 1996), *Bringing in a New Era in Character Education* (Hoover Press, 2002), *Noble Purpose: The Joy of Living a Meaningful Life* (Templeton Foundation Press, 2003), and *Taking Philanthropy Seriously: Beyond Noble Intentions to Responsible Giving* (Indiana University Press, 2006). He holds degree from Harvard University and the University of California at Berkeley.

Charlotte K. Frank, Ph.D. is Sr. Vice President, Research and Development for McGraw-Hill Education of The McGraw-Hill Companies. One of her responsibilities is to research and develop, where appropriate, the educational activities with the two other segments of the corporation: The Financial Services Sector, including Standard and Poor's, and the Information Services Group that includes BusinessWeek, Aviation Week, Engineering News-Record and Architectural Record. Dr. Frank joined McGraw-Hill in 1988 after serving nine years as Executive Director of the Division of Curriculum and Instruction for the New York City Board of Education where she was also a teacher and supervisor. She holds degrees from CCNY, Hunter College and New York University.

Joan Goodman is a professor at the University of Pennsylvania's Graduate School of Education. Following a brief stint as a school psychologist, she began a 25-year career combining applied psychology with teaching. Since 1994, Dr. Goodman's primary interests have shifted to moral education, both theoretical and applied. She is currently looking at school discipline and its moral underpinnings (or lack thereof). She is the author of *The Moral Stake in Education: Contested Premises and Practices* (Allyn & Bacon, 2001), *Teaching Goodness: Engaging the Moral and Academic Promise of Young Children* (Allyn & Bacon, 2003), and *Moral Education: A Teacher-Centered Approach* (Allyn & Bacon, 2004). Dr. Goodman holds degrees from Radcliffe College and Harvard University.

Greg Greicius is the Senior Vice-President for Educational Initiatives at Turnaround for Children, formerly Children's Mental Health Alliance. Prior to his joining TFC, Mr. Greicius served the NYC school system for 36 years in general and special education as a teacher, staff developer, clinician, supervisor, and district director of instructional support teams. His work has focused primarily on children with social, emotional, and academic risk factors, both in and out of special education. At TFC Mr. Greicius has led the development of the TFC coaching and school support model, working with district and school leaders and the social service and mental health communities to develop comprehensive school-based student support systems and coordinated professional development activities. He is a frequent presenter on intervention, prevention and educational leadership.

Frederick M. Hess is a resident scholar and director of education policy studies at AEI. His many books include *No Child Left Behind: A Primer* (Peter Lang, 2006), *Educational Entrepreneurship* (Harvard Education Press, 2006), *Common Sense School Reform* (Palgrave Macmillan, 2004), *Revolution at the Margins* (Brookings Institution, 2002), and *Spinning Wheels* (Brookings Institution, 1999). His work has appeared in outlets including *Harvard Educational Review*, *Urban Affairs Review*, *Social Science Quarterly*, *American Politics Quarterly*, *Teachers College Record*, *Education Week*, *Phi Delta Kappan*, *Education Next*, *Educational Leadership*, *Washington Post*, *Boston Globe*, and *National Review*. Mr. Hess currently serves on the review board for the Broad Prize in Urban Education and as a member of the research advisory board for the National Center on Educational Accountability. He is a former high school social studies teacher and former professor of education and government at the University of Virginia. He holds his M.Ed. in teaching and curriculum and his M.A. and Ph.D. in government from Harvard University.

Eric Hirsch is Director of Special Projects at the New Teacher Center at the University of California at Santa Cruz, a national organization committed to improving student learning by supporting the development of an inspired, dedicated, and highly qualified teaching force. He has served as Executive Director of the Center for Teaching Quality, as well as of the Colorado-focused Alliance for Quality Teaching, and as Education Program Manager at the National Conference of State Legislatures. His work is largely focused on better understanding and improving teaching and learning conditions, recruiting and retaining teachers, and alternative compensation. Mr. Hirsch has authored more than 50 articles, reports, book chapters, and policy briefs. He holds a degree from the University of Colorado and is certified to teach in Massachusetts.

Philip K. Howard is Vice-Chairman of Covington & Burling and Founder and Chair of Common Good. He is the author of *The Death of Common Sense: How Law is Suffocating America* (Random House, 1995) and *The Collapse of the Common Good: How America's Lawsuit Culture Undermines Our Freedom* (Ballantine, 2002). Mr. Howard speaks regularly before judicial, governmental, and professional organizations – as well as to leaders of both parties – on the issues of legal and regulatory reform, and is a periodic contributor to the op-ed pages of the *New York Times* and the *Wall Street Journal*. A civic leader in New York, Mr. Howard is Chairman of the of the Municipal

Art Society. He holds degrees from Yale University and the University of Virginia School of Law.

Carol Miller Lieber is a national leader in integrating principles of personalization, prevention, and youth development into everyday practices and structures for middle and high schools. In her 40 years as an educator, she has taught students at all grade levels, co-founded a small urban secondary school, and served as a faculty member at several universities. Through Educators for Social Responsibility, she supports principals and faculty in their efforts to strengthen teaming and professional learning communities, personalize classroom learning, develop effective advisory and student development programs, rethink school-wide discipline, and improve school climate and peer culture. She is the author of many books and publications, including *Partners in Learning*, *The Advisory Guide*, *Conflict Resolution in the High School*, and *Conflict in Context*.

Deborah Meier is a senior scholar at New York University's Steinhardt School of Culture, Education, and Human Development. She is also a leader of the Coalition for Essential Schools, advisor to the Forum for Democracy and Education, and Principal Emeritus of Mission Hill School, a K-8 school she founded in Boston in 1997. Ms. Meier, a recipient of a MacArthur Fellowship, has spent more than four decades working in public education as a teacher, writer, and public advocate. Her books include: *The Power of Their Ideas: Lessons for America from a Small School in Harlem* (Beacon Press, 1995), *Will Standards Save Public Education?* (Beacon Press, 2000), and *In Schools We Trust: Creating Communities of Learning in an Era of Testing and Standardization* (Beacon Press, 2002). Ms. Meier has received degrees from Antioch College and the University of Chicago.

David Osher is a managing director at American Institutes for Research, focusing on knowledge use, prevention, the impact of school environment, school- and community-wide interventions for youth with behavioral problems and disorders collaboration, systems and organizational change, school safety, family-driven services, diversity, and the relationship between the social, emotional, and ethical development of students and their academic achievement. He is also Principal Investigator for numerous centers, partnerships, and of research that focuses on the impact of specific types on prevention and treatment interventions. Dr. Osher has authored, co-authored, or edited over 225 books, monographs, chapters, articles, and reports. He received his undergraduate, master's, and doctoral degrees from Columbia University.

Dee Phillips is Special Assistant to the President of the Philadelphia Federation of Teachers and serves as Vice-President of Middle Grades. She taught special education and was a reading specialist for 15 years before being selected as the coordinator of a teacher-to-teacher coaching program with the Philadelphia Federation of Teachers. Her position as a union leader allows her to continue working with teachers and administrators to help guide them through the use of more effective classroom practice as well as assisting in the implementation of the contract. She is a member of numerous boards and committees, serves as a member of the Federation's contract negotiating team, and is an Education Policy and Leadership Program Fellow.

Judith Rizzo is Executive Director and CEO of the James B. Hunt, Jr. Institute for Educational Leadership and Policy. Named for the former four-term Governor of North Carolina, the Hunt Institute works with governors and other current and emerging political, business, and education leaders to advance public education reform. Formerly Deputy Chancellor for Instruction at the New York City Board of Education, Dr. Rizzo has been on the front lines of public education reform efforts in cities across the country in a career that began as a junior high school teacher in Revere, MA. Prior to joining the New York City Board of Education in 1995, she served as Deputy Superintendent for the Tacoma, WA public school system. Dr. Rizzo holds degrees from Emmanuel College, Middlebury College, and the University of Massachusetts.

Andrew Rotherham is a senior co-founder and co-director of Education Sector, an independent national education policy think tank. Mr. Rotherham, who *Washingtonian Magazine* describes as “at the forefront of U.S. education policy,” is also a member of the Virginia Board of Education and writer of the award-winning blog *Eduwonk.com*. Between 1998 and 2005, he directed the 21st Century Schools Project at the Progressive Policy Institute. And during the Clinton Administration, he served as Special Assistant to the President for Domestic Policy and also led the White House Domestic Policy Council education team. He serves on boards and task forces for numerous organizations.

John Stewart is the lead writing teacher at Gunston Middle School in Arlington, VA where he has dedicated himself to expanding student access to technologically-enhanced learning opportunities. He received the 2006 Best Buy [Te@ch](#) Award for his work in teaching his eighth grade language arts classes to develop electronic portfolios of their written work. Certified to teach all subjects for grades kindergarten through sixth, and endorsed for English and the Social Sciences for middle school, Mr. Stewart has over 13 years of teaching experience. He has previously taught middle school in Chicago and Pharr, TX, the latter as a member of Teach For America. In 2001, he earned National Certification from the National Board for Professional Teaching Standards. Mr. Stewart has degrees from Macalester College and Harvard University.

Deborah Wadsworth is a senior advisor to Public Agenda, a non-profit, non-partisan opinion research organization which she has served for over twenty years. She joined the organization as Executive Director in 1986 and then served as its President between 1999 and 2003. Previously, Ms. Wadsworth was Executive Director of the Smart Family Foundation and Program Officer of the John and Mary R. Markle Foundation. As Director of Admissions at the State University of New York at Purchase, she developed a national student body for both its College of Letters and Science and its Professional School of the Arts. Ms. Wadsworth currently serves as Chairman of the Board of Trustees both for Bennington College and the Education Development Center. She also serves on the board of the National Center for Public Policy and Higher Education and the Wenner Gren Foundation for Anthropological Research. She holds degrees from Wellesley College and Columbia University.

Jerry Wartgow has over forty years of experience working at all levels of education. Most recently, he served as Superintendent of Denver Public Schools. He is also the

Founding President and President Emeritus of the Colorado Community College System and has served as Executive Director of the Auraria Higher Education Center in Denver, Deputy Executive Director of the Colorado Commission on Higher Education, Dean of Students of the International School of Bangkok, and as a university professor and a consultant to public schools, colleges and universities, governmental agencies, and businesses and community organizations throughout the world. Dr. Wartgow holds degrees from the University of Wisconsin-Superior, the University of Hawaii, the University of Denver, and is the author of the upcoming (December 2007) book *Why School Reform Is Failing And What We Need To Do About It: 10 Lessons From the Trenches* (www.rowmaneducation.com).

Randi Weingarten is President of the United Federation of Teachers, representing more than 150,000 active and retired educators in the New York City public school system. She assumed the position in 1998 and has since been elected and re-elected four times. Ms. Weingarten is also a vice-president of the 1.4-million member American Federation of Teachers, a board member of New York State United Teachers, a vice-president of the New York City Central Labor Council of the AFL-CIO, and heads the city Municipal Labor Committee, an umbrella organization for some 100 city employee unions. From 1991 to 1997, she taught history at Clara Barton High School in Crown Heights, Brooklyn, where she helped her students win several state and national awards. She holds degrees from Cornell University and the Cardozo School of Law.

Peter Yarrow is currently celebrating his 47th year with Peter, Paul & Mary, a trio whose music and activism have been an inspiration and rallying point for four generations of advocacy for a better, more just, and peaceful world. Eight years ago he founded a non-profit called Operation Respect, an advocacy organization that offers a free school-based educational program called “Don’t Laugh At Me” (DLAM) that incorporates music, with its power to build community and catalyze change, to reach students, educators, and parents. DLAM inspires educators and students to work together to create caring, compassionate, and respectful school environments that are bully-free and conducive to students’ academic, as well as social and emotional, growth. He holds a degree from Cornell University.