



The Alliance for Excellent Education and the Center for Teaching Quality Presents
A Briefing

Future of the Profession: A New Learning Ecology for Teachers and Students

September 17, 2010 ♦ 8:30 am – 11:30 am
Hyatt Regency, Columbia B
400 New Jersey Avenue NW, Washington, DC

Speaker Biographies

Joseph A. Aguerrebere, Jr., EdD

President and Chief Executive Officer, National Board for Professional Teaching Standards

Joseph Aguerrebere is president and chief executive officer of the National Board for Professional Teaching Standards, which is an independent, nonprofit organization that advances the quality of teaching and learning by establishing a rigorous national system for certifying teachers who meet high standards of accomplished teaching. Since his arrival in 2003, the number of National Board Certified teachers has increased by 50,000, and the certification process is now recognized as the gold standard for quality teaching.

Prior to joining NBPTS, Dr. Aguerrebere was deputy director of the education, sexuality, and religion (ESR) unit at the Ford Foundation in New York. In addition to his management responsibilities, his grant-making work focused on education reform and the development of quality teachers and school system leaders for all students. Dr. Aguerrebere has supported a long-standing national initiative that works with key national organizations to strengthen the quality of teachers and leaders in education. He also supports the advancement of community service in educational settings.

Dr. Aguerrebere's education career includes serving as a teacher and administrator in elementary, middle, and high school settings in California. He later served as a professor of educational administration at California State University, Dominguez Hills in Los Angeles where he prepared educators to work successfully in urban settings.

Born and raised in East Los Angeles, Dr. Aguerrebere graduated from Garfield High School—subject of the movie, *Stand and Deliver*. He then attended the University of Southern California where he earned a BA in political science, and master's and doctorate degrees in educational administration.

Jennifer Barnett

Technology Integration Specialist, Winterboro High School (Alpine, AL)

After teaching more than a dozen different language arts and social science courses in two Alabama school systems, Jennifer Barnett recently assumed the role of school-based technology integration specialist at Winterboro High School in rural Talladega County. A veteran teacher of nearly twenty

years, she was selected as Alabama's District III Teacher of the Year in 2001. In 2008, she received the Marbury Technology Innovation Award, Alabama's most prestigious award recognizing technology innovation by a classroom teacher. Leading a project-based learning initiative on global warming, Ms. Barnett's team was selected to attend Microsoft's Innovative Teachers Forum in 2007. She designed and continues to lead a twenty-first-century learning initiative for her school system, implementing a protocol for integrating twenty-first-century skills with content standards.

Ms. Barnett's work with the highly effective Alabama Best Practices Center and presence on the internet have afforded her with opportunities to work with teachers on technology integration throughout the world. Ms. Barnett is a member of the Teacher Leaders Network. She holds a bachelor of arts degree from Auburn University and a master of education degree from University of Montevallo

Barnett Berry, PhD

Founder and President, Center for Teaching Quality

Barnett Berry is president and chief executive officer of the Center for Teaching Quality (CTQ), based in Hillsborough, North Carolina. Founded in 1999, CTQ seeks to improve student learning and advance the teaching profession by cultivating teacher leadership, conducting timely research, and crafting smart policy. A former high school teacher, Dr. Berry created, with John Norton, the Teacher Leaders Network—a dynamic virtual community designed to elevate the voices of expert teachers on matters of education policy that impact their profession and the students they serve. Dr. Berry also worked as a social scientist at the RAND Corporation, served as a senior executive with the South Carolina State Department of Education, and directed an education policy center while he was a professor at the University of South Carolina. In the 1990s, he helped launch the work of the National Commission on Teaching and America's Future and its state partnership efforts.

Dr. Berry is author to numerous academic reports and publications including many articles for the popular education press. He frequently serves on boards in an advisory capacity to numerous organizations committed to teaching quality, equity, and social justice in America's schools. Dr. Berry earned his BA (sociology) and EdM (curriculum/secondary education) degrees from the University of South Carolina. He also holds a PhD in educational administration and policy studies from the University of North Carolina at Chapel Hill.

Karen Cator

Director of the Office of Educational Technology, U.S. Department of Education

Karen Cator is director of the Office of Educational Technology at the U.S. Department of Education (ED). She has devoted her career to creating the best possible learning environments for this generation of students. Prior to joining ED, Ms. Cator directed Apple's leadership and advocacy efforts in education. In this role, she focused on the intersection of education policy and research, emerging technologies, and the reality faced by teachers, students, and administrators.

Ms. Cator joined Apple in 1997 from the public education sector, most recently leading technology planning and implementation in Juneau, Alaska. She also served as special assistant for telecommunications for the lieutenant governor of Alaska. She is the past chair of the Partnership for 21st Century Skills and has served on several boards including the Software & Information Industry Association, Education. Ms. Cator holds a master's degree in school administration from the University of Oregon and a bachelor's degree in early childhood education from Springfield College.

Antonia Cortese

Secretary-Treasurer, American Federation of Teachers

Antonia Cortese is the secretary-treasurer of the American Federation of Teachers (AFT), AFL-CIO-elected at the union's national convention in 2008. Previously, Ms. Cortese served as AFT executive vice president from 2004 to 2008, and as an AFT vice president from 1974 to 2004. As AFT executive vice president, Ms. Cortese oversaw the union's education policy, which included chairing the AFT task force on the No Child Left Behind Act. Ms. Cortese also cochaired the task force that produced "Building a Profession: Strengthening Teacher Preparation and Induction," a report of the K-16 Teacher Education Task Force.

Among her many professional activities, Ms. Cortese serves on the boards of Learning First Alliance, Child Labor Coalition, Freedom House, United Way of America, U.S. Department of Education to the National Assessment Governing Board, and American Bar Association's Commission on Civic Education and Separation of Powers. Ms. Cortese is a task force member of Strategic Management of Human Capital in Public Education and serves on the strategic advisory committee of MacNeil/Lehrer Productions' "The News".

Ms. Cortese, a graduate of Syracuse University, began her education career in her native Rome, New York, as a fourth-grade teacher and school social worker. Her union involvement originated as a building representative for the Rome Teachers Association, and she later served as its secretary, vice president, and two terms as president.

Segun Eubanks

Director of Teacher Quality, National Education Association

Segun Eubanks is director of teacher quality for the National Education Association, the nation's leading organization committed to advancing the cause of public education. Mr. Eubanks has spent more than twenty years of his professional career working to promote opportunity, access, and equity in America's education systems. He has served in various leadership roles with national nonprofit education organizations including executive director of Community Teachers Institute and vice president of Recruiting New Teachers, Inc.

Mr. Eubanks has extensive experience working directly in public schools to promote access and opportunity to disadvantaged students, including working as coordinator for the Louisiana Consortium on Minority Teacher Supply and Quality; counselor with an Upward Bound education opportunity program; and college admissions officer with the Springfield College School of Human Services. Mr. Eubanks has given scores of speeches and presentations to a wide variety of audiences, and has authored and/or contributed to several reports and publications on teacher quality and teacher diversity.

Mr. Eubanks earned his bachelor of arts degree in educational advocacy from the University of Massachusetts at Amherst, and his master of science degree in human services administration from Springfield College.

Michael B. Horn

Executive Director of Education and Cofounder, Innosight Institute

Michael Horn is cofounder and executive director of education and cofounder of Innosight Institute, a not-for-profit think tank devoted to applying the theories of disruptive innovation to problems in the social sector. He is the coauthor of *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns* (McGraw-Hill: June 2008) with Harvard Business School professor and bestselling author Clayton M. Christensen and Curtis W. Johnson, president of the Citistates Group.

Mr. Horn has been a keynote speaker at many conferences including the Virtual School Symposium and Microsoft's School of the Future World Summit. *Tech&Learning* magazine also named him to its list of the 100 most important people in the creation and advancement of the use of technology in education. Prior to this, Mr. Horn worked at America Online during its aol-dot-com relaunch, and before that he served as David Gergen's research assistant, where he tracked and wrote about politics and public policy. Mr. Horn has written articles for numerous publications, including *Education Week*, *Forbes*, *Boston Globe*, and *U.S. News & World Report*.

Horn earned his MBA from Harvard Business School and an AB from Yale University, where he graduated with distinction in history.

Carrie Jenkins Kamm, EdD

Mentor-Resident Coach, Academy for Urban School Leadership (Chicago, IL)

Carrie Kamm is a mentor-resident coach for the Academy for Urban School Leadership's (AUSL) Urban Teacher Residency (UTR) program at National Teachers Academy, a Chicago public school. In this role, she coordinates her site's resident teachers, provides coaching and support to mentor and resident teachers, and provides professional development to the teachers in the AUSL schools network.

Dr. Kamm began her career in Chicago teaching fourth and fifth grades at R.N. Dett Elementary School for four years and then became a fourth-grade mentor-teacher at the Chicago Academy Elementary School, an AUSL teacher training academy, for five years. During that time, she earned her National Board Certification (NBC) as a middle childhood generalist and mentored several cohorts of teachers going through the NBC process. Dr. Kamm is a member of the Teacher Leaders Network. She earned her EdD in curriculum and instruction from Loyola University–Chicago in May 2007.

Jose Vilson

Math Coach and Educator, Inwood IS 52 (New York, NY)

Jose Vilson is a math teacher, coach, and data analyst at Inwood IS 52, a middle school in the Inwood/Washington Heights neighborhood of New York City. He is in his fifth year as a teacher and finished the New York City Teaching Fellows program in 2007. Mr. Vilson has worked on creating professional development for his fellow teachers on such topics as working on goals for the classroom and using the ARIS system, a data management system under the NYC Department of Education. He's spoken at Lincoln Center as part of the NYC Teaching Fellows' induction ceremonies and writes regularly about education issues mainly at his blog. He is also a committed poet, Web developer, and mentor to new teachers. Jose is a member of the Teacher Leaders Network. He can be found at <http://thejosevilson.com>. Mr. Vilson graduated with a bachelor's degree in computer science from Syracuse University and has a master's degree in mathematics education from the City College of New York.

Bob Wise

President, Alliance for Excellent Education

Bob Wise, author of *Raising the Grade: How High School Reform Can Save Our Youth and Our Nation*, became president of the Alliance for Excellent Education in February 2005. Under his leadership, the Alliance has continued to build its reputation as a respected authority on high school policy and to advocate for reform in America's secondary education system, working to ensure that all students graduate from high school prepared for success. Since joining the Alliance, Gov. Wise has become a sought-after speaker and advisor on education issues. He has advised the U.S. Department of Education and frequently testifies before the U.S. Congress.

As governor of West Virginia from 2001 to 2005, he fought for and signed legislation to fund the PROMISE Scholarship Program, which has helped thousands of West Virginia students remain in the Mountain State for college. During his administration, West Virginia saw a significant increase in the number of students completing high school and entering college. Gov. Wise earned a bachelor's degree from Duke University and a JD from Tulane University College of Law.