



The Alliance for Excellent Education Presents
A Briefing on

Preparing Secondary School Teacher Candidates to Deliver College- and Career-Ready Instruction

Tuesday, November 3, 2009 ♦ 9:00 am – 11:45 am
Resources for the Future, First Floor Conference Center
1616 P Street, NW, Washington, DC

Speaker Biographies

Adriane E.L. Dorrington, PhD

Senior Policy Analyst, Teacher Quality Department, National Education Association (DC)

Adriane Dorrington is a senior policy analyst in the teacher quality department at the National Education Association (NEA). As the nation's largest professional employee organization, NEA works with its 3.2 million members and national partners to ensure that every student has a right to attend a great public school. Dr. Dorrington's areas of expertise in the teacher quality department are to ensure that the practitioner's voices are included in the development and implementation of high-quality teacher preparation programs and comprehensive robust teacher evaluation systems. Prior to joining NEA, Dr. Dorrington was a science educator and served as a science consultant for the province of Nova Scotia. A highlight in her career included assisting with the first-ever performance-based Canadian School Achievement Indicator Program for science, which assessed thirty thousand thirteen- and fifteen-year-old students' ability to collect and analyze data and apply inquiry skills to authentic problems.

As a former chair of education, Dr. Dorrington taught at postsecondary institutions in Canada and the United States. She was a national trainer with the Education Testing Services and provided professional development and technical support to school districts and postsecondary institutions across the United States. Dr. Dorrington has received many awards for her work in education including a White House Millennium Award, and she remains committed to promoting educational excellence.

Leslie Fenwick, PhD

Dean, Howard University School of Education (DC)

Leslie Fenwick is the newly appointed dean of Howard University School of Education. From 1999 to 2003, Dr. Fenwick held successive appointments as a visiting fellow and visiting scholar in Education at Harvard University. She is a former urban school teacher and administrator and

served as a legislative aide on education reform to the Ohio senator Linda Furney. Dr. Fenwick is author of numerous texts, research articles, and policy monographs about urban school reform, educational equity, and school leadership. Her most recent work appears alongside essays by former president Bill Clinton, noted educators Howard Gardner and Linda Darling-Hammond, renowned historian John Hope Franklin, and a host of notable others in the book *The Last Word: Controversy and Commentary in American Education*.

Dr. Fenwick is a member of the board of directors for the Teacher Education Accreditation Council (TEAC) and the advisory council for the George Lucas Education Foundation (GLEF). She holds a PhD in educational policy from the Ohio State University and earned her undergraduate degree from the Curry School of Education at the University of Virginia.

Curtis Hill

Teacher, Dulles School for Excellence (IL)

Alumnus, Academy for Urban School Leadership (Chicago)

Curtis Hill recently became an educator, having been a 2009 resident of the Academy for Urban School Leadership. He teaches middle school multigrade reading, writing, and social studies. Mr. Hill has served as a consultant for the boards of education in Chicago and in St. Louis, and continues to speak at colleges and universities about goal-setting and leadership. He is the author of *America's Most Wanted is Today's Youth*.

Mr. Hill received a bachelor's degree in communications from Governor State University, a master's degree in teaching from National Louis University, and he is a member of Phi Theta Kappa.

Lisa Kurtz

Secondary Teacher of Mathematics, Grosse Pointe South High School (MI)

Alumna, Teacher Preparation Program, University of Michigan

Lisa Kurtz is a teacher of mathematics at Grosse Pointe South High School, located in Grosse Pointe Farms, Michigan. She is actively involved with two projects at Grosse Pointe South; one focuses on student literacy across all content areas, and the other focuses on overall student body involvement. Ms. Kurtz has piloted an Algebra 1 course that concentrates on the Algebra 1 curriculum and develops math literacy with incoming ninth graders in a two-period block. She is also a facilitator for a new school program that focuses on recognizing and overcoming obstacles students face in the classroom, in their home, and in the community.

Ms. Kurtz holds a BA in mathematics from the University of Michigan, where she is also an alumna of the Teacher Preparation Program. She plans to begin her master's coursework this winter in teaching and curriculum.

M Miller

Teacher Quality Consultant (WA)

M Miller is currently enrolled in the school psychology program (PhD) at the University of Washington and she is a Collaborative Researchers for Education Sciences Training (CREST)

fellow. Previously, Ms. Miller worked as a senior policy associate at the Alliance for Excellent Education leading the teacher quality and adolescent literacy work. Ms. Miller is a Washington state certified teacher and taught for eight years in public, private, and alternative settings. She taught math and language arts at an alternative middle school in Seattle, Washington with a focus on integrated instruction, community collaboration, and antibias curricula.

While earning a master's degree in educational psychology at the University of Washington, Ms. Miller worked as a research assistant on the PATHS study, which explored how students use evidence and cause in argumentation in science and history classes. Her thesis work focused on issues related to attrition in early career teachers. Ms. Miller received her BS in communications from Boston University and spent a year studying intergroup communication as an instructor at Boston University's Sargent School of Outdoor Education.

Elizabeth Schneider

Vice President of State Outreach and Advocacy // Interim Vice President of Policy, Alliance for Excellent Education (DC)

Elizabeth Schneider joined the Alliance in the spring 2005 as vice president of state advocacy and outreach. In that position, she has worked to help deepen the Alliance's understanding of state and local high school reform, expand relationships with state and local reform leaders, and connect local, state and federal policy conversations around secondary school improvement. Since March 2009, she has served as the Alliance's interim vice president for policy. Prior to joining the Alliance, Ms. Schneider served as executive director of the Southern Governors' Association for ten years where she guided the development and advocacy of regional policy recommendations on federal issues, multi-state efforts to address regional challenges, and an active leadership forum for the governors of sixteen states and two U.S. territories. Previously, she worked as a senior legislative assistant to Senator Howell Heflin (AL).

Ms. Schneider graduated Phi Beta Kappa from Birmingham Southern College with a BA in English and has done graduate work in English at Georgetown University. She is an active member of the George Mason Elementary and George Washington Middle School Parent Teacher Associations in Alexandria, Virginia.

Jennifer Stern

Executive Director of Teacher Effectiveness Performance Management, Denver Public Schools (CO)

Jennifer Stern is the executive director of teacher effectiveness performance management for Denver Public Schools (DPS). In this role, she oversees the district's teacher effectiveness strategies and the partnership of DPS with Janus Capital Group to improve the recruitment, development, and retention of high-performing teachers. Ms. Stern oversees the Denver Teacher Residency program, which is an innovative, hands-on teacher preparation program that cultivates and supports exceptional teachers in high-needs schools within DPS. She also is responsible for the district's partnerships with its university and alternative route teacher preparation programs, and works to maximize the quality of teacher candidates. With the support of the Bill & Melinda Gates Foundation, Ms. Stern will be leading the development of a new, multi-measure teacher

evaluation system that will link to frequent feedback and professional development and inform the broader human capital strategy for the district.

Prior to this work, Ms. Stern was vice president at the Broomfield-based Charter School Growth Fund, a national venture philanthropy organization designed to provide financial and strategic resources to replicate high-quality charter schools serving students from low-income households. She has also worked for the New York City Department of Education, Bain & Company, and American Express.

Ms. Stern earned a bachelor's degree in economics, magna cum laude, from Pomona College and a master's degree in business administration from the Harvard Business School.