

# TeachNY Advisory Council

December 12, 2014

## SPEAKER AND TEACHNY LEADERSHIP BIOGRAPHIES

### **Dr. Elizabeth L. Bringsjord, TeachNY Principal Investigator, Vice Provost and Vice Chancellor, SUNY System Administration**

Dr. Elizabeth L. Bringsjord is Vice Provost and Vice Chancellor of the State University of New York. She most recently completed a year-long term as Interim Provost and Executive Vice Chancellor of the SUNY System. She previously served as Vice Chancellor for Academic Programs and Assessment and Vice Provost. In that capacity, she led the office responsible for system-wide academic planning and policy development, academic program review and assessment, campus liaison activities, and regional accreditation support to individual campuses.

Dr. Bringsjord plays an active role in transformational work now underway across SUNY's 64 campuses in the areas of Academic Excellence, Innovative Instruction, Strategic Enrollment Planning, Student Mobility and Success, Diversity, Equity and Inclusion, and Teacher Education.

Having held a series of progressively senior roles in her 15 years at SUNY system, Dr. Bringsjord has participated in or led numerous initiatives to enhance academic quality, expand access and ensure accountability. Noteworthy among her contributions is a restructuring of the process by which SUNY approves new academic programs to ensure alignment with national exemplars, best practices for student completion and success, and the evolving needs of the state workforce; the drafting of a wide range of academic policy guidance for campus leaders to ensure understanding of and alignment with Board of Trustee priorities; and leadership in the preparation of the University's three most recent Master Plans and the New York State Commission on Higher Education's final report and recommendations. A strong proponent of shared governance, Dr. Bringsjord has served on the Executive Committee of the University Faculty Senate.

In recognition of her outstanding dedication and service, Dr. Bringsjord was the recipient of the Chancellor's Award for Excellence in Professional Service in 2008. Elizabeth Bringsjord holds a Ph.D. and M.S. in Educational Psychology and Statistics from the University at Albany, a Master's in Nursing from the University of Pennsylvania, and a B.S. in Nursing from Boston University.

### **Ms. Heather Buskirk, National Board Certified New York State Master Teacher - Mohawk Region**

As a physics and math teacher for Johnstown High School, Heather Buskirk has been an integral part of designing and teaching at the Learning Project, a project-based learning STEM academy for Johnstown students which began in 2013. The Learning Project is a fully integrated project-based learning program for seniors in which they receive credit for math, physics, participation in government, economics and English all together through real-world project experiences. Additionally, she works as an instructional coach in the Hamilton-Fulton-Montgomery PTECH program where she works with students and provides support for teachers using project based learning to design and deliver curriculum.

Originally from St. Louis, she earned her Bachelor's degree in astronomy-physics and Master of Teaching from the University of Virginia. She became a Knowles Science Teaching Fellow in 2004 and continues to work with them as a Senior Fellow. After earning her National Board Certification in 2010 she became a candidate support provider and later served on the committee to revise the National Board's Standards for Accomplished Science Teaching. She has facilitated workshops on project based learning in her district and region.

#### **Dr. Alexander N. Cartwright, Provost and Executive Vice Chancellor, SUNY System Administration**

Dr. Alexander N. Cartwright was appointed Provost and Executive Vice Chancellor by the SUNY Trustees as of September 15, 2014. He is the chief academic officer of the SUNY system, supporting the Chancellor and Board of Trustees in carrying out their oversight responsibilities of the 64-campus system.

An internationally recognized researcher and scholar in the area of optical sensors, Dr. Cartwright most recently served as Vice President for Research and Economic Development at the University at Buffalo, the State University of New York (SUNY Buffalo) and the Acting Executive Director of the New York State Center of Excellence in Bioinformatics and Life Sciences. In these roles, he was responsible for campus/industry relations, research funding and compliance, research communications and research support for SUNY Buffalo and the Center of Excellence in Bioinformatics and Life Sciences.

Dr. Cartwright previously served as the Chair of both the Electrical Engineering and Biomedical Engineering Departments at SUNY Buffalo. Before beginning these concurrent chairmanships, Dr. Cartwright led the institution's efforts to synergize research across disciplines as the Vice Provost for Strategic Initiatives. In this position he oversaw infrastructure and scholarship in eight areas of strategic strength that spanned departments from Visual Studies to Medicine. He has served as a professor in Electrical Engineering and Biomedical Engineering and an adjunct full professor in Physics at SUNY Buffalo. His excellence in teaching earned him the SUNY Chancellor's award for Excellence in Teaching in 2002. Dr. Cartwright retains his rank as full professor.

Dr. Cartwright's research is generally in the area of optical materials and sensors. Currently, he is engaged in engineering optical "metamaterials," artificial materials that provide optical properties not readily available in nature. His technology for fabricating a rainbow-colored polymer using a one-step, low-cost holographic lithography method was one of just five inventions worldwide to be named to the Society of Manufacturing Engineers (SME)'s 2013 list of Innovations that Could Change the Way You Manufacture. Dr. Cartwright holds six patents and his work has been licensed by three startup companies.

A Fellow of SPIE - The International Society for Optical Engineering, Dr. Cartwright is a senior member of the Institute of Electrical and Electronics Engineers (IEEE); a member of the American Association for the Advancement of Science (AAAS) the American Society for Engineering Education (ASEE), Eta Kappa Nu, and the Materials Research Society (MRS). He has also served as reviewer for the AAAS, for federal funding agencies, and as a technical reviewer for well over a dozen scholarly journals. Dr. Cartwright holds a Ph.D. in Electrical and Computer Engineering from the University of Iowa.

**Mr. Kevin Casey, Executive Director, School Administrators Association of NYS**

Kevin Casey currently serves as executive director of the School Administrators Association of New York State (SAANYS), a position he has held since September 2006.

As executive director, Casey leads the largest association for school administrators in New York. He oversees all association services and operations, which include legal and labor relations services, professional development opportunities, communications and legislative and regulatory advocacy. He also acts as the primary liaison between SAANYS and other educational advocacy groups at both the state and national levels.

SAANYS represents approximately 7,000 school administrators, including principals, assistant principals, supervisors, and coordinators, among other titles. As a professional association, SAANYS provides direction, service, and support to its membership in its efforts to improve the quality of education and leadership in New York State schools. SAANYS is affiliated with the New York State Educational Conference Board, the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).

Casey is a graduate of the State University of New York at Brockport and the George Mason University School of Law in Virginia.

**Mr. Dwight Davis, Assistant Principal, Wheatley Education Campus, District of Columbia Public Schools**

Dwight Davis is a nine-year veteran teacher and proud product of the District of Columbia Public Schools. Currently, he serves as Assistant Principal at Wheatley Education Campus. Prior to this year, he served as a 5th grade teacher in the District and still serves his school and community as a Teach Plus Policy Fellow. He completed a certificate program in 2011 in Reading and Literacy at George Washington University and, two summers ago, had the distinct honor of attending the 2013 Aspen Ideas Festival as an Aspen Ideas Festival Scholar. His passion for textual relevance in literacy, teaching, and learning enables him to provide his students with the highest quality of instruction possible. In 2011 and 2012, he was a presenter at the International Reading Association Bibliotherapy Special Interest Group session.

Prior to his teaching career, Dwight played both professional and semi-professional basketball within the United States and abroad (Columbia, South America and The United Kingdom). He earned a Masters of Divinity and Masters of Arts in Education from Princeton Theological Seminary, as well as a B.S./B.A. in psychology, history, and education from Albright College.

Dwight is a licensed Baptist minister and has served in a myriad of leadership capacities. While at Princeton Seminary, he served as President of the Association of Black Seminarians, student chaplain at Princeton University, and worked collaboratively with faculty on various committees, specifically the Council of Black Concerns. He was called to serve the First Baptist Church of Hightstown in Hightstown, New Jersey, where he was the first African American to serve as pastor. In addition to preaching the gospel, Dwight has had the opportunity to travel the world spending time in South America, Europe, Africa, and India.

Traveling and playing professional basketball in both South America and Europe provided him with a very unique perspective on the vocational ministry of education. Not only does he believe in service and community activism, Dwight believes strongly that through the prodigious power and work of LOVE, children can exceed all limitations and boundaries placed on them through hard work, diligence and a sincere belief in self; thus, being transformed and renewed for service to the community.

**Dr. Benjamin Dotger, Associate Professor, School of Education, Syracuse University**

Dr. Benjamin Dotger is an Associate Professor of Teaching and Leadership in the Syracuse University School of Education. His scholarship focuses on the design, implementation, and examination of clinical simulations and their impact on teacher and school leader preparation.

Syracuse University's campus sits adjacent to the campus of SUNY Upstate Medical University. Like all other U.S. medical schools, SUNY Upstate challenges its future medical professionals with a long series of clinical simulations. In each simulation, a future doctor interacts with a standardized patient – a healthy individual who is carefully trained to present the same medical symptoms, verbalizations, and evidence in a consistent, standard manner. This training approach provides future physicians with opportunities to practice their professional skills within simulated clinical settings (Barrows, 1993).

In 2007, Dr. Dotger began a unique partnership with SUNY Upstate by retraining standardized patients, asking them to serve instead as standardized parents, students, and paraprofessionals. In clinical simulations with future teachers and school leaders, these standardized individuals present a wide variety of challenges and issues that teachers and leaders will encounter in schools. Each clinical simulation occurs in live, person-to-person fashion; there is no computer screen or avatar. There are no time-outs or do-overs. These are not wink-and-nod role-plays, where the outcome is predictable. In a clinical simulation, the standardized individual is asking real questions, expressing genuine concerns, and expecting professional responses from the school professional in training.

Dr. Dotger and colleagues are also developing new simulations for specific content areas. These simulations will help shed light on what our future teachers are prepared to do. For example, how do future music teachers engage with the (standardized) student who is struggling with a piece of music? How do future mathematics teachers guide a student in solving for 'x' in an algebraic equation? How do future physical education teachers discuss with a (standardized) parent a plan to support her daughter with cerebral palsy? How do future school counselors listen to and support a (standardized) student who is being bullied while at the same time struggling with his sexual orientation?

**Dr. Ann Edwards, Director of Advancing Quality Teaching for Community College Pathways, Carnegie Foundation for the Advancement of Teaching**

Ann R. Edwards is the director of Advancing Quality Teaching (AQT) in the Community Colleges Pathways initiative.

The aim of AQT is to provide Pathways instructors with the knowledge, skills, and habits necessary to experience efficacy in initial use of the curricula and develop increasing expertise over time.

She comes to Carnegie from the University of Maryland, College Park, where she was an assistant professor of mathematics education focusing on mathematics teacher learning and professional development. She also brings a deep commitment to addressing issues of equity that shape mathematics teaching and learning at all levels.

Dr. Edwards has taught secondary and collegiate mathematics and worked with mathematics teachers K-16. She has a B.A. in applied mathematics from Harvard University and an M.A. and a Ph.D. from the University of California, Berkeley in education in mathematics, science and technology.

**Dr. David Hill, TeachNY Project Director, Dean of Education Emeritus, State University of New York College at Plattsburgh**

Dr. Hill served as the Dean of Education, Health and Human Services at SUNY Plattsburgh from 2004-2010 where he worked in partnership with faculty to transform the education program, earn accreditation from the Teacher Education Accreditation Council for a full five years. Key components of the redesigned program included incorporation of best practices in education, early field placements, and inquiry-based assessment.

Dr. Hill served as Professor of Education and then Dean of the Plattsburgh Branch Campus until 2012, when he retired. He continues to serve on the Council for the Accreditation of Educator Preparation as a formative reviewer, lead auditor, and accreditation panel discussant.

Prior to coming to SUNY Plattsburgh, Dr. Hill served as Dean of the Professional and Graduate Studies division at Keene State College in New Hampshire. He was a member of the education faculty at Keene and The Ohio State University in Columbus, Ohio.

Dr. Hill has served as an editor of several professional journals, has worked with area superintendents on the Grow Our Administrators Locally program, and is a member of the Association for Curriculum Development and Supervision and the Council for Learning Disabilities, among other groups. Dr. Hill holds both a master's and a doctorate in special education from Temple University in Pennsylvania and a bachelor's degree in psychology from Allegheny College, also in Pennsylvania.

**Dr. Jason Lane, TeachNY Co-Principal Investigator, Vice Provost & Senior Assoc. Vice Chancellor, State University of New York**

Dr. Lane oversees the office responsible for the review of all academic programs across the system's 64 campuses and the development and implementation of key academic initiatives and policies that support the system's strategic plan, The Power of SUNY. He also provides leadership for SUNY's efforts to attract and retain exceptional researchers through the Empire Innovation Program, as well as coordinates the annual SUNY Critical Issues in Higher Education conference and book series, which promotes academic inquiry into the most pressing issues facing public colleges and universities.

Previously, Dr. Lane served as a SUNY Provost Fellow and continues to serve as the Deputy Director for Research at the Nelson A. Rockefeller Institute of Government, the public policy think tank of The State University of New York. He is also an associate professor of educational policy (on leave), senior researcher at the Institute for Global Education Policy Studies, and co-director of the Cross-Border Education Research Team (C-BERT) at the University at Albany (SUNY).

Dr. Lane holds a Ph.D. in higher education policy and administration, an M.A. in political science from The Pennsylvania State University, and a B.S. in political science and business administration from Southeast Missouri State University.

### **Dr. Arthur Levine, President, Woodrow Wilson National Fellowship Foundation**

Arthur Levine is the sixth president of the Woodrow Wilson Foundation. Before his appointment at Woodrow Wilson, he was president and professor of education at Teachers College, Columbia University. He also previously served as chair of the higher education program, chair of the Institute for Educational Management, and senior lecturer at the Harvard Graduate School of Education.

Dr. Levine is the author of dozens of articles and reviews, including a series of reports for the Education Schools Project on the preparation of school leaders, teachers, and education researchers. Dr. Levine's numerous commentaries appear in such publications as The New York Times; The Los Angeles Times; The Wall Street Journal; The Washington Post; Education Week; and The Chronicle of Higher Education.

His most recent book is *Generation on a Tightrope: A Portrait of Today's College Student* (with Diane Dean, 2012). Among his other volumes are *Unequal Fortunes: Snapshots from the South Bronx*; *When Hope and Fear Collide: A Portrait of Today's College Student* (with Jeanette S. Cureton); *Beating the Odds: How the Poor Get to College* (with Jana Nidiffer); *Higher Learning in America*; *Shaping Higher Education's Future*; *When Dreams and Heroes Died: A Portrait of Today's College Students*; *Handbook on Undergraduate Curriculum*; *Quest for Common Learning* (with Ernest Boyer); *Opportunity in Adversity* (with Janice Green); and *Why Innovation Fails*.

Dr. Levine has received numerous honors, including Carnegie, Guggenheim, and Rockefeller Fellowships as well as the American Council on Education's Book of the Year award (for Reform of Undergraduate Education), the Educational Press Association's Annual Award for Writing (three times), and 25 honorary degrees. He is a member of the American Academy of Arts and Sciences and currently sits on the board of the Educational Testing Service and Say Yes to Education. Dr. Levine was also previously President of Bradford College (1982-1989) and Senior Fellow at the Carnegie Foundation and Carnegie Council for Policy Studies in Higher Education (1975-1982). He received his bachelor's degree from Brandeis University and his Ph.D. from the State University of New York at Buffalo.

### **Mr. Dan Liebert, Principal and Chief Academic Officer, Tech Valley High School**

Dan Liebert is the founding and current Principal & Chief Academic Officer at Tech Valley High School, a regional public high school serving the Capital Region of New York State operated jointly by Capital Region and Questar III BOCES. TVHS is a STEM focused high school that is located on the campus of the SUNY College of Nanoscale Science and Engineering. Tech Valley High is a member of the New Tech Network (NTN) of schools. TVHS approach to STEM education is to connect the core content instruction in all classes to business and higher education resources in order to give students access to meaningful interactions with adults in STEM fields and to real world problems.

Mr. Liebert has led the school in embracing the NTN model of PBL instruction: Engaged learning through projects co-designed, co-taught, and co-evaluated with business and higher education partners, technology that enables that learning, (1-to-1 computer to student environment) and a school culture that encourages questioning and using the engineering design process to solve meaningful problems and challenges.

Mr. Liebert has served on local and statewide panels for STEM education, workforce development, and education reform. He has worked closely with the Tech Valley Business Alliance to build connections between schools and local business assets to increase student exposure to workforce opportunities in the emerging technologies in the Capital Region: nanotechnology, advanced manufacturing, bioscience,

material science, and alternative energy. Mr. Liebert has an M.A. from Georgetown University, an M.Ed. from the University of Maryland, and a Certificate of Advanced Study (CAS) from the College of St. Rose.

**Ms. Deborah Mabey, New York State Master Teacher – Capital Region and National Board Certified Science Teacher, Hoosick Falls Central School District**

Deborah Mabey is a New York State Master Teacher and a National Board Certified Science Teacher from Hoosick Falls Central School in Hoosick Falls, New York. Her teaching assignments include Regents Earth Science and Living Environment, Advanced Placement Environmental Science, Ecology, and SUNY-ESF Global Environment. She is currently an adjunct instructor with SUNY-ESF and has served as an adjunct at the Massachusetts College of Liberal Arts teaching Biology and Genetics. Deborah serves as an Advisor to several Student Organizations and is a member of several committees in her school district. Her passion to connect the classroom with first-hand experiences in the “real world” can be seen in the numerous field work investigations she has her students participate in as well as the educational trips for students that she has organized that include trips to Alaska, Hawaii, Yellowstone, Belize and Costa Rica.

Last year Deborah was selected to participate in Questar III’s two year Science Teacher Research Program modeled after Dr. Silverstein’s successful program at Columbia University. She spent her summer working in the labs at the Albany College of Pharmacy Research Center under Dr. Shaker Mousa where she was actively engaged in authentic scientific research and developed numerous lessons that could be used in her classes.

Deborah graduated from Michigan State University with a degree in Food and Nutrition and worked for a number of years in the clinical setting instructing patients. She enrolled in the Post-Baccalaureate Teaching Program at Eastern Michigan University and received her teaching certification in Biology and General Science, and eventually earned her Masters from Eastern Michigan University in Secondary Science Education. She currently lives in Williamstown, Massachusetts.

**Dr. Monica Martinez, Education Strategist, Martinez Education Consulting**

Dr. Monica Martinez is an education strategist and consultant, author, presenter, and appointee to the White House Commission on Educational Excellence for Hispanics. Her career encompasses major programmatic, management and executive leadership roles, including hands-on experience running and supporting major foundation initiatives, and is marked by her expertise in secondary reform and college success.

As an education strategist, Dr. Martinez serves in an advisory capacity to leaders’ of multiple organizations, including nonprofits, state systems, and foundations to assist in creating, revising, or implementing their education strategies and initiatives. Some of her clients have included The Carnegie Corporation, The Community College of Philadelphia, The Harold K.L. Castle Foundation, the National Commission on Teaching and America's Future, and the William and Flora Hewlett Foundation.

Prior to becoming an independent consultant, Dr. Martinez served as the CEO and President of the New Tech Network and the Vice President for Education Strategy at KnowledgeWorks. In Washington, DC, she was a senior associate at the Institute for Educational Leadership where she founded the Washington, D.C.-based National High School Alliance while developing and managing three other projects. Her book, *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education* in

the Twenty-First Century ([thenewpress.com/authors/monica-r-martinez](http://thenewpress.com/authors/monica-r-martinez)), shows how we can transform public schools for the 21st century.

Dr. Martinez was a columnist for Phi Delta Kappan and still publishes in the magazine and has been a contributing author to other books and independent reports. She is an international and national speaker on the topics of deeper learning, education innovation and reform, college readiness, and the future of learning. She serves on the Board of Trustees for AdvancED, an international accrediting agency, and 10,000 Degrees. She earned her PhD in Sociology of Education and Higher Education Administration from the Steinhardt School of Education at New York University and her B.A. from Baylor University.

**Dr. Ken O'Brien, Provost Fellow, Office of the Provost and Executive Vice Chancellor, and Professor of History, SUNY Brockport**

Dr. Kenneth Paul O'Brien (PhD in American history from Northwestern University) is the Immediate Past President of the University Faculty Senate. He came to SUNY College at Brockport in 1970, and has served as history department Chair, Director of the College Honors Program and Director of Transfer Articulation. In 1985-87, he was a member of the Motion Picture Association of America's Ratings Board and has served on the New York State Historical Records Advisory Board for more than a decade.

The recipient of an NEH College Teachers in Residence Fellowship and both the SUNY Chancellor's Award for Excellence in Teaching (1981) and Excellence in Faculty Service (2005), his major publications include *The Home-Front War*, co-edited with Lynn Hudson Parsons, SUNY at 60, co-edited with W. Bruce Leslie and John Clark, "The United States and War in the Twentieth Century," in *The Cambridge Companion to Modern American Culture*, and "Education Markets in English and American Universities," co-author John Halsey, in Sarah Pickard, ed. *Higher Education in the UK and the US*.

**Ms. Judy Pepler, President and Chief Executive Officer, KnowledgeWorks**

Judy Pepler is President and Chief Executive Officer of KnowledgeWorks, leading the social enterprise that is working in more than 40 states to improve the number of students who graduate ready for college or career.

Prior to joining KnowledgeWorks, Judy was a consultant for the Broad Center and is a graduate of the Broad Superintendent Academy. She is a former chief transformation officer for the Wake County Public School System in Raleigh, North Carolina, a district that served over 137,000 students. Judy is merging a robust business career with a passion to change student achievement outcomes in the United States. She previously served as the state president for Qwest Communications in Oregon and worked in the telecommunications industry for more 23 years.

Judy's career at Qwest included oversight and integration of sales, marketing, network, regulatory, media, and legislative strategies. Judy is a graduate of Arizona State University and holds a master's of business administration from Boise State University.

**Dr. Robert J. Reidy, Jr., Executive Director, The NYS Council of School Superintendents**

Dr. Robert Reidy, Jr., is the Executive Director of the New York State Council of School Superintendents, a statewide professional association for chief school officers. THE COUNCIL develops excellence in educational leadership, advocates for high quality services to children and promotes the importance of leadership in improving public education.

Prior to his work at THE COUNCIL, Dr. Reidy served as a Chief School Administrator for 32 years in Pennsylvania, New Hampshire and New York State. His service in New York included assignments in the Capital, Southern Tier and Lower Hudson regions. Dr. Reidy received his Ph. D. from the University of Connecticut, his M. A. from Central Michigan University and his Bachelor's degree from Worcester State College. He is a former adjunct professor at the College of Saint Rose and Fordham University. He is also a former Charles Stewart Mott Foundation fellow.

He and his wife, Michelle, have two children – Christopher and Danielle. Chris and his wife, Molly, have a three year old daughter.

**Dr. Michael S. Rosenberg, Dean of Education, SUNY College at New Paltz**

Michael S. Rosenberg is Dean of the School of Education and Professor of Special Education at the State University of New York (SUNY) at New Paltz. He is also Professor Emeritus at Johns Hopkins University where prior to his 2012 appointment at SUNY, Dr. Rosenberg was a Professor and department chair in the Department of Special Education and Associate Dean for Research in the School of Education. Preceding his 26 years at Johns Hopkins, Dr. Rosenberg was an Assistant Professor for 4 years at Ball State University in Muncie, Indiana and, for an all too brief semester, a visiting scholar at Westminster College in Oxford, England. Dr. Rosenberg completed his doctoral work at Penn State University, and was a 2008 Fulbright Fellow at Saint Patrick's College in Dublin, Ireland. His research efforts are a direct result of his practical experiences as a teacher: Dr. Rosenberg taught secondary students with learning and behavior disorders for a Board of Cooperative Educational Services in New York.

Dr. Rosenberg was the co-editor of Teacher Education and Special Education, the journal of the Teacher Education Division of the Council for Exceptional Children. The co-author of five textbooks, he has been a recipient of numerous competitive federal and state grants. He has also authored or co-authored over 60 articles and chapters, presented at numerous national conferences, and served as a field editor for a number of special education journals.

Dr. Rosenberg remains active in lines of research related to teacher and education leadership preparation policy and practice, as well as culturally responsive behavior management. Under the auspices of the Center on Personnel Studies in Special Education (COPSSE), a joint effort by Hopkins, Vanderbilt University, and the University of Florida, he coordinated the certification and licensure research team. Dr. Rosenberg has completed a term as President of the Higher Education Consortium for Special Education and has served as Research Committee Chair, Publications Chair, and Secretary for the Council for Learning Disabilities. He was the first President of the Maryland Council for Learning Disabilities and completed a term as PTA President for Rodgers Forge Elementary School, where his son attended school. He has advised over 35 doctoral graduates and was a recipient of the 2007 TED/Merrill Teacher of Excellence Award.

**Mr. Phil Weinberg, Deputy Chancellor for Teaching and Learning, New York City Department of Education**

Phil Weinberg is the Deputy Chancellor for Teaching and Learning at the New York City Department of Education (NYCDOE). In this role, Weinberg leads the work to strengthen instruction and enhance student learning in the City's 1,700 schools. This includes the NYCDOE's work to improve professional learning for teachers so they can support all students in mastering the skills outlined in the Common Core Learning Standards.

Additionally, Weinberg oversees efforts to ensure strong educator and school quality, and foster collaboration between schools across the City. Prior to his appointment in January 2014, he was an educator for 28 years, 26 of which were at the High School of Telecommunication Arts and Technology (HSTAT) in Brooklyn, where he served as an English teacher, assistant principal, and most recently, as the school's principal for 13 years.

During his tenure as principal, Mr. Weinberg created an academically-rigorous learning environment for students by encouraging teachers to continuously collaborate as they strengthened their instruction guided by the Common Core. Under his leadership, HSTAT's four-year graduation rate rose from sixty-one percent in 2005 to eighty-six percent in 2012, and its college readiness rate as defined by the City University of New York's (CUNY) score requirements on New York State Regents exams rose to fifty-two percent (compared to the citywide average of twenty-eight percent).

In 2012, Weinberg received the Sloan Public Service Award from the Fund for the City of New York, an award given to six civil servants each year whose outstanding work to serve the City goes above and beyond the call of duty.

**Mr. Ben Wildavsky, Director of Higher Education Studies, Rockefeller Institute of Government and Policy Professor, University at Albany**

Ben Wildavsky is director of higher education studies at the State University of New York's Rockefeller Institute of Government, and policy professor at SUNY-Albany.

A former senior scholar at the Kauffman Foundation and guest scholar at the Brookings Institution, he is the author of the award-winning book *The Great Brain Race: How Global Universities Are Reshaping the World*. He is also the co-editor of *Reinventing Higher Education: The Promise of Innovation*. His articles have appeared in the *Washington Post*, the *Wall Street Journal*, *Foreign Policy*, the *New Republic*, the *Atlantic*, and many other publications.

Wildavsky, a former education editor of *U.S. News & World Report*, has spoken to dozens of audiences in the United States and abroad, including at Google, Harvard, and the World Bank. He has convened gatherings of national education leaders, supervised the editorial operations of the best-selling *U.S. News* college guides, and managed a \$2.5 million foundation grant portfolio. As a strategic and editorial consultant, he has provided advice to education leaders and has written influential policy reports, including the report of the Secretary of Education's Commission on the Future of Higher Education. He is a member of the ETS Higher Education Advisory Council.

**Mr. Charlie Wilson, Regents and ACE Physics Teacher, Elmira High School and NYS Master Teacher – Southern Tier**

A strong advocate for relevant, hands-on learning, Charlie Wilson has been teaching Regents and ACE Physics at Elmira High School (formerly named Southside High School in Elmira, NY) for almost 20 years. He had the opportunity to start his career there after graduating with a Bachelor's degree in Science from Houghton College, and went on to earn a Master's in Education from Elmira College. He considers himself blessed to be able to stay in one school at the same position for so long, which is rare in an economic climate that has required much restructuring. This has enabled him to truly invest in the school's STEM education, as well as be involved in leadership roles in extra-curricular events. In 2004, he was named "Teacher of the Year" by the Southside High School Yearbook.

For the past two years, Wilson has also been a part of Cornell's GK-12 biomedical research program. This has afforded him the opportunity to stretch his own scientific knowledge, stay abreast of current STEM research, and use this information to engage students. He has taken ACE Physics students to tour the Cornell research facilities and has participated in bringing Cornell graduate students into his classroom on a regular basis to share recent research which inspires and motivates students.

In the Spring of 2014, Charlie Wilson was named a New York State Master Teacher. He appreciates the opportunity to work with other highly effective science technology, and mathematics teachers in the state, as the interactions encourage improvement of his own teaching skills, as well as the opportunity to share pedagogical strategies with those newer to the STEM education field.

Wilson was recently highlighted in an article by the Elmira Star Gazette for his unique and effective teaching style, as well as his participation in the New York State Master Teacher program.

**Ms. Kelly Young, Director, Re-imagining Education Dialogue, Convergence Center for Policy Resolution**

Kelly Young is the director of Convergence's Re-imagining Education Project. Kelly was previously the Interim Chief of the Office of Family and Public Engagement (OFPE) for the District of Columbia Public Schools, where she helped implement high-impact family engagement strategies to drive student achievement and school improvement. With extensive experience in community organizing, fundraising, and strategic planning, Kelly was able to support D.C. communities in building bridges across ideological boundaries and developing a shared vision for progress. Prior to joining DCPS, Kelly was a founding Vice President of Convergence.

Before Convergence, Kelly worked as an organizational development consultant for entrepreneurial non-profits, providing support in strategic planning and fundraising. She also has several years of experience in grassroots organizing and campaign field operations.

From 1998 to 2007, Kelly served as the Executive Director of a national political organization. Under her leadership, the organization thrived and grew exponentially in size and reach — helping elect over a hundred of candidates nationwide.

She is the mother of two young children. She received her J.D. from Georgetown University Law Center and a B.A. in Anthropology from the University of Virginia.

## **Dr. Nancy L. Zimpher, Chancellor, State University of New York**

In June 2009 Nancy L. Zimpher became the 12th Chancellor of the State University of New York. With nearly 463,000 students and 64 colleges and universities, SUNY is the nation's largest comprehensive system of higher education.

Through her strategic plan for the university, *The Power of SUNY*, Chancellor Zimpher leads a diverse set of successful initiatives in several key areas, including research and innovation, energy, health care, global affairs, and the education pipeline. She has been a vocal advocate for groundbreaking legislative reforms that ensure SUNY can provide broad access to high-quality higher education in an environment of declining state support, while maximizing the system's impact as an engine of economic revitalization in every region of the state. Under Chancellor Zimpher, SUNY is undertaking many innovative, system-enhancing initiatives—including shared services, dramatic expansion of online learning opportunities and cooperative education, and new partnerships with K-12 professionals—always with the goal of serving New York's students and communities and preparing them to succeed in the 21st century.

Chancellor Zimpher is active in numerous state and national education organizations, and is a recognized leader in the areas of teacher preparation, urban education, and university-community engagement. She currently serves as chair of the Board of Governors of the New York Academy of Sciences and the National Association of System Heads. From 2012-2013 she was chair of CEOs for Cities, and from 2005 to 2011 she led the national Coalition of Urban Serving Universities. As co-founder of StriveTogether, Dr. Zimpher has been instrumental in creating a national network of innovative systemic partnerships that holistically address challenges across the education pipeline.

Prior to coming to SUNY, Dr. Zimpher served as president of the University of Cincinnati, chancellor of the University of Wisconsin-Milwaukee, and executive dean of the Professional Colleges and dean of the College of Education at The Ohio State University. She has authored or co-authored numerous books, monographs, and academic journal articles on teacher education, urban education, academic leadership, and school/university partnerships. Chancellor Zimpher holds a bachelor's degree in English Education and Speech, a master's degree in English Literature, and a Ph.D. in Teacher Education and Higher Education Administration, all from The Ohio State University.