



ACHIEVEMNT GAP ADVISORY PANEL

Subject Matter Experts: For review and consideration

Dr. Bernadette Anand

Supervised Fieldwork Advisor; Course Instructor

Some of the Values that Shape My Work

My work at Bank Street College and at other educational institutions in New York, New Jersey, and India may be characterized by my

- deep trust in the abilities of students and their own stories;
- privilege that comes with a responsibility to affect social equity;
- sense of urgency, passion, and commitment to high professional and student expectations; and
- lastly, my reading of the worlds around me stimulates me towards innovation and visions of the “big ideas” for education.

Work with Families, Children, Schools, and Communities

Administration of two integrated public “magnet” middle schools, one founded on principles of equity and excellence through an interdisciplinary curriculum and the other on technology integration supported through a Melville CVS Grant.

Developed a new school proposal with Sistas and Brothas United(SBU) of Northwest Bronx Community and Clergy Coalition that garnered approval and a grant from New Visions to open Leadership Institute, a small public high school in the Bronx.

Collaborated with community members, students, and their families to write and publish *Keeping the struggle alive: Studying desegregation in our town*, an oral history of Montclair, New Jersey’s efforts towards school integration.

Initiated and Implemented a ninth grade de-tracked World Literature course at Montclair High School, NJ.

Fulbright Lecturer Award, August-December 2008, Department of Education at Alagappa University, Karaikudi, Tamil Nadu, India: taught M.Ed. students and B.Ed.

students; conducted workshops for in-service teachers in Tamil Nadu, Nepal, and Delhi; lectured and presented in Bangalore and other cities in India.

Recent Professional Contributions

- Fieldwork advisement to current Leadership for Educational Change students
- Course instructor, Foundations of Modern Education, Research for Educational Change, & The Teaching of Reading and Writing in the Content Areas
- Development and implementation of a blended model for Foundations of Modern Education course
- Membership in Admissions Committee and advisor to BSC SEND (Special Educators New Direction) Advisory Council
- Administration of an NEH Digital Humanities Start-Up grant and a MacArthur HIVE grant for CRM (Civil Rights Movement)
- Professional Curriculum Development, Lady Liberty Charter School, Newar, NJ
- Professional Development workshops in India
- Designed an inclusive teacher education program Center for excellence and equity in Teaching and Learning (CeeTL)
- Board Member, Advisory Board, The American Place Theatre: Literature to Life, NYC; Board Member, Educational Alternatives Worldwide

Ann Cook

Ann Cook is the executive director of the New York Performance Standards Consortium, a coalition of 28 New York State public high schools that has developed and implemented a performance-based system of assessment in lieu of high stakes testing. Ms Cook is co-founder of Urban Academy Laboratory High School, the award-winning anchor school located in the Julia Richman Education Complex in New York City. She has taught students from K-12 as well as at Sarah Lawrence College and at City University of New York. She writes and speaks on educational reform and is the author of three series of children's books as well as serving as the editor of Teacher to Teacher Publications, distributed by Teachers College Press. She is the parent of three children who graduated from New York City public schools.

Dr. Ronald F. Ferguson

Ron Ferguson's teaching, consulting and research over more than three decades have focused on reducing economic and educational disparities. He is the creator of the Tripod Project for School Improvement, the faculty co-chair and director of the Achievement Gap Initiative (AGI) at Harvard University and faculty co-director of the Pathways to

Prosperity Project at the Harvard Graduate School of Education. He has taught at Harvard since 1983.

His recent work has attracted wide attention. The Bill and Melinda Gates Foundation project on Measures of Effective Teaching (MET) reported in 2010 that student perceptions of teaching using Dr. Ferguson's Tripod Project survey tools help to predict learning gains in public school classrooms. His report, *How High Schools Become Exemplary* (available at www.agi.harvard.edu), was featured on the front-page of the New York Times. A co-authored report, "*Pathways to Prosperity*," has added fuel to the national debate on how to help all youth, not just the college-bound, transition successfully from school to work. His most recent book is *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, published by Harvard Education Press. He earned an undergraduate degree from Cornell University and a PhD from the Massachusetts Institute of Technology, both in economics.

Dr. Roland G. Fryer, Jr.

Roland G. Fryer, Jr. is the Robert M. Beren Professor of Economics at Harvard University, a research associate at the National Bureau of Economic Research, founder and faculty director of the Education Innovation Laboratory at Harvard, and a former junior fellow in the Harvard Society of Fellows — one of academia's most prestigious research posts.

At thirty, he became the youngest African-American to receive tenure from Harvard. He has been awarded a Sloan Research Fellowship, a Faculty Early Career Development Award from the National Science Foundation, and the inaugural Alphonse Fletcher Award.

Fryer served as chief equality officer at the New York City Department of Education from 2007 to 2008. He developed and implemented several innovative ideas on student motivation and teacher pay-for-performance concepts. He won a Titanium Lion at the Cannes Lions International Advertising Festival for the Million Motivation Campaign. Fryer has published papers on the racial achievement gap, causes and consequences of distinctively black names, affirmative action, the impact of the crack cocaine epidemic, historically black colleges and universities, and acting white.

Fryer is a 2009 recipient of a Presidential Early Career Award for Scientists and Engineers. He appears on the "2009 Time 100," Time Magazine's annual list of the world's most influential people. In 2011, he was awarded a MacArthur "Genius Grant" from the John D. and Catherine T. MacArthur Foundation. In 2012, he was awarded the Calvo-Armengol Prize, which is one of the most prestigious prizes recognizing young economists and social scientists.

Dr. Adam Grant

Dr. Grant is an award-winning teacher, researcher, and tenured management professor at Wharton. He is the author of *Give and Take: A Revolutionary Approach to Success*, forthcoming from Viking Press in April 2013.

Education

Dr. Grant received his Ph.D. and M.S. from the University of Michigan in organizational psychology and his B.A. from Harvard University, magna cum laude with highest honors, Phi Beta Kappa honors, and the John Harvard Scholarship for highest academic achievement.

Teaching and Consulting

Dr. Grant has been recognized as the single highest-rated professor at Wharton, one of the world's top 40 business professors under 40, and one of *BusinessWeek's* favorite professors. He has taught executive education, consulted, and presented for clients such as Google, Merck, the NFL, Goldman Sachs, Microsoft, Estée Lauder, IBM, JP Morgan, Accenture, the Royal Bank of Scotland, the World Economic Forum, the United Nations, and the U.S. Air Force, Army, and Navy. At Wharton, he has been honored with the Excellence in Teaching Award for all of his classes, as well as the Goes Above and Beyond the Call of Duty MBA Teaching Award. He has designed experiential learning activities based on *The Apprentice* in which students have raised over \$175,000 for the Make-A-Wish Foundation while developing leadership, influence, networking and collaboration skills.

Research

Dr. Grant's research focuses on work motivation, prosocial giving and helping behaviors, job design and meaningful work, initiative and proactivity, leadership, and burnout. He has earned numerous prestigious awards for distinguished scholarly achievement, including the Cummings Scholarly Achievement Award from the Academy of Management, the Distinguished Scientific Award for Early Career Contribution from the American Psychological Association, the Distinguished Early Career Contributions Award and the Owens Scholarly Achievement Award for the best publication from the Society for Industrial and Organizational Psychology, and a fellowship from the National Science Foundation. He has published more than 60 articles in a wide range of leading management and psychology journals, and his pioneering research has introduced evidence-based techniques that increase performance and reduce burnout among engineers and sales professionals, enhance call center productivity, and motivate helping and safety behaviors among doctors, nurses, and lifeguards.

Dr. Susan Hall

Susan L. Hall is founder and president of the 95 Percent Group Inc., which focuses on early childhood reading education and small-group intervention to give 95% of kindergarten through third grade students the opportunity to read at or above their grade level. A frequent speaker and lecturer, she also serves on the advisory board of the Neuhaus Education Center. Hall is a member of the Reading First Review Panel for state grant proposals and is also a Sopris West certified trainer for DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and LETRS® (Language Essentials for Teachers of Reading and Spelling). She is the author of *I've DIBEL'd, Now What?*, and a co-author with Louisa C. Moats of two books, *Straight Talk About Reading* and *Parenting a Struggling Reader*. Hall earned her bachelor's degree at Lawrence University, her master's degree from Harvard University, and her doctorate of education from National-Louis University.

Carlton P. Jordan Jr.

Carlton is a consultant for SchoolWorks. A former senior associate with The Education Trust, he works nationally, helping schools understand and implement effective literacy strategies. He has served as a coach for urban teachers in Philadelphia, Lancaster, Los Angeles, Portland and Washington DC. He is featured in the ASCD videotape series, Examining Student Work, which captures aspects of The Education Trust's Standard In Practice work in Lancaster, Pennsylvania. Prior to joining the Trust in August 1998, Mr. Jordan taught middle and high school English language arts in Montclair, New Jersey. He was a key member of a team that created a de-tracked middle school in Montclair called Renaissance and an untracked ninth-grade English language arts course called World Literature. The World Literature work is featured in the videotape, Off Track: Classroom Privilege For All, winner of the Silver Apple Education Award. Before teaching in Montclair, Mr. Jordan was an adjunct lecturer at the State University of New York at Albany in the Africana Studies Department and a writing instructor for the EOP Department. He holds his Bachelor's degree and his Master's degree from Albany State University in New York.

Stan Karp

Stan Karp is currently Director of the Secondary Reform Project for New Jersey's Education Law Center, one of the nation's premier advocacy groups supporting the right of public school children to an equal and adequate education. The Secondary Reform Project monitors and supports middle and high school reform efforts with a focus on New Jersey's poorest urban districts.

Previously, Stan was a public school teacher in Paterson, New Jersey for 30 years where he taught English and journalism to high school students and was the founding lead teacher of the Communications Academy, a small school-within-a-school reform project. He was co-chair of the district's site-based management steering committee and an executive board member of the Paterson Education Association.

Stan has served on several advisory committees for the NJ Department of Education including the Abbott Compliance Council Workgroup on High Schools/Middle Schools, the Workgroup on K-12 Education Improvement, and the Secondary Advisory Group.

Stan is also an editor of the school reform journal *Rethinking Schools* and has written widely on school reform and educational policy. His articles have appeared in *Education Week*, The Washington Post's *Answer Sheet*, *Educational Leadership*, and many other publications. He is a co-editor of *Rethinking Our Classrooms: Teaching for Equity and Justice*, *Rethinking School Reform: Views from the Classroom*, and *Funding for Justice: Money, Equity and the Future of Public Education*,

Stan was a founding member and past co-chair of the National Coalition of Education Activists, a multiracial network of parents, teachers, and education advocates working for reform and equity in public education.

Barbara Reisman

Barbara Reisman has been Executive Director of The Schumann Fund for New Jersey since 1997.

The Schumann Fund makes program and policy grants in New Jersey to expand access to high quality early childhood education, for environmental protection and education in urban New Jersey, and to improve public education.

Since 1997, the Schumann Fund has helped to launch: a coalition of early childhood educators, Head Start grantees, public school principals, teachers and child advocates working for expansion and improvement of early childhood education; the National Institute for Early Education Research; a state-wide public education campaign to build support for public and private investment in high-quality early childhood education; a “Lighthouse” Initiative, which helped develop three exemplary early childhood centers in Newark; and a community and parent organizing effort to improve public schools.

From 1986 to 1997, Ms. Reisman was Executive Director of the Child Care Action Campaign (CCAC), a national organization working to improve early childhood education. Ms. Reisman is chair of Grantmakers for Education, a member of the steering committee of the Early Childhood Funders Collaborative

Jon Schnur

Jon Schnur is Executive Chairman of America Achieves. Jon helped to found America Achieves and helps to shape the organization's overall strategy and work. Jon co-founded New Leaders for New Schools – a national non-profit organization ensuring high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale – and served as its CEO from 2000 until 2011. He also advises philanthropists seeking to improve education, including Michael Bloomberg and Bloomberg Philanthropies. Jon served as a senior advisor to President Obama’s presidential transition team and to U.S. Secretary Arne Duncan. He has also served as President Clinton’s White House Associate Director for Educational Policy, Senior Policy Advisor on Education to Vice President Gore, and special assistant to U.S. Secretary of Education Dick Riley. Jon is currently serving on the Visiting Committee to the Harvard Graduate School of Education and on the Aspen Institute’s jury for their Prize for Community College Excellence. He is a board member of New Leaders as well as Be the Change and its

Opportunity Nation initiative to increase economic mobility in America. Jon is also an active member of the Parent-Teacher Association at the Edgemont School in Montclair, New Jersey. Jon and his wife Elisa have three young children.

Paul Tough

Paul Tough is the author, most recently, of *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, a *New York Times* best seller that has been translated into 22 languages. His first book, *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America*, was published in 2008.

Paul is a contributing writer to the *New York Times Magazine*, where he has written extensively about education, parenting, poverty, and politics, including cover stories on character education, the achievement gap, and the Obama administration's poverty policies. His writing has also appeared in the *New Yorker*, *Slate*, *GQ*, *Esquire*, and *Geist*, and on the op-ed page of the *New York Times*.

He has worked as an editor at the *New York Times Magazine* and *Harper's Magazine* and as a reporter and producer for the public-radio program "This American Life." He was the founding editor of *Open Letters*, an online magazine.