

2008 SECC REGIONAL FORUM

PRESENTER INFORMATION

Kimberly Allen

As deputy associate superintendent for school improvement and intervention with the Arizona Department of Education (ADE), Kimberly Allen leads a team that is responsible for providing support, resources, and technical assistance to schools and districts with both the state and federal accountability systems.

Prior to her work with ADE, Ms. Allen served as principal and K–2 planner/developer at Andre Agassi College Preparatory Academy (public charter school) in Las Vegas, Nevada. Ms. Allen was instrumental in helping lead the school to excelling status. Ms. Allen has spent over 20 years in education as a teacher, prevention specialist, and administrator.

Ms. Allen earned her bachelor's degree in Elementary Education and Special Education at Emporia State University in Emporia, Kansas, and her master's degree in Educational Administration and Leadership from Arizona State University West. She is the recipient of many honors and awards including the Milken Family Foundation National Educator Award (2000), a Governor's appointment to the Arizona Civil Rights Advisory Board, a Fulbright Administrator Exchange Scholar, and the SPLC Teaching Tolerance summer fellowship. She also is a graduate of Phoenix's Valley Leadership. Ms. Allen is a passionate advocate for children in her belief and practice that "every day, every child deserves every opportunity."

Lisa Joy Andres

Lisa Joy Andres is a school renewal specialist for the Honolulu School District. In this role, she works directly with school level administrators to implement school reform. Her duties includes partnering with external contractors to provide school improvement services for restructured schools and serving as a liaison to Title I and Title III schools. She also provides statewide professional development training in the area of school improvement.

Ms. Andres has spent 13 years in elementary schools—rural and suburban—including 3 years as a literacy coach. As a literacy coach, she worked with teams of teachers to implement standards-based curriculums and instruction.

Julie Baltazar

Julie Baltazar is the administrator of the District and School Program Coordination Office in the Accountability and Improvement Division of the California Department of Education. She currently serves as the coordinator for the Statewide System of School Support (S4), focusing on building district and school capacity.

Ms. Baltazar has worked with regional county offices of education to support various programs under the No Child Left Behind Act, including Enhancing Education through Technology (EETT) and 21st Century Community Learning Centers (CCLC). She is currently working with the Interventions Assistance Office on the development and support of policies to implement corrective actions in Title I local educational agencies that have advanced to corrective action status. Ms. Baltazar earned a master’s degree in education administration from Sacramento State University.

Stephen Barr

Stephen Barr, EdD, is the associate superintendent for the Center for School Improvement for the Ohio Department of Education (ODE). During his 7 years of service at ODE, Dr. Barr has implemented numerous programs and processes to assist the education community in meeting the many requirements of the federal No Child Left Behind (NCLB) Act. In his oversight of the center, Dr. Barr has streamlined many government requirements to enable school personnel to spend less time on administrative functions and more time on educating students.

Dr. Barr joined ODE in 2001 as the executive director for federal programs and was promoted to associate superintendent in July 2005. Before joining ODE, he served 17 years at the Missouri Department of Elementary and Secondary Education where he held the positions of coordinator of state and federal programs and assistant commissioner of special education. He also served at the school district level for 12 years as a teacher, principal, director of special services, and director of elementary education.

Dr. Barr earned his bachelor’s degree in music from Findlay University as well as a master’s degree in music and a specialist degree in school administration from Southeast Missouri State University. He also earned a doctorate in school administration from the University of Missouri.

Ann E. Chafin

Ann E. Chafin is the assistant state superintendent of the Division of Student, Family, and School Support, overseeing Title I, master planning, school improvement, student services, and youth development. Prior to this, she taught fifth grade for 5 years in a Title I targeted classroom and in a Title I targeted school in Stafford, Virginia.

Following her teaching career, Ms. Chafin directed the development of the Maryland Functional Testing Program (1980–1987), managed the fiscal data review from the Council of Chief State School Officers (1987), was assessment director for the Governor’s Commission on School Performance (1987–1989), and spent 15 years as director of research and assessment for the

Charles County School System. Ms. Chafin has served as the Maryland state director for Title I where she oversaw in excess of \$200 million in federal and state aid to students at risk of failure and to schools and districts that are in improvement status for NCLB.

Ms. Chafin graduated from Mary Washington College in Fredericksburg, VA, with a bachelor's degree in psychology. She also received her master's degree in reading research from the University of Virginia.

Jo Lynne DeMary

Jo Lynne DeMary, PhD, has the distinction of being the first woman to serve as state superintendent since the public school system in Virginia was created in 1870. She was appointed to the position by then-Governor Jim Gilmore on June 1, 2000, after serving as acting superintendent since December 9, 1999. Dr. DeMary was reappointed to a 4-year term as Virginia's state superintendent by Governor Mark Warner on April 2, 2002.

In her 38 years in public education, Dr. DeMary has served as a teacher, assistant principal, principal, elementary school supervisor, director of special education, and assistant superintendent of schools in Henrico County Public Schools before going to the state department of education as assistant superintendent of instruction. Dr. DeMary recently accepted an appointment as professor of education and director of a newly established Center for School Improvement at Virginia Commonwealth University (VCU). Dr. DeMary has received numerous honors and awards, including the United Negro College Fund's Flame Bearer of Education (2007), the YWCA's Outstanding Woman's Award in Education (2006), and the VCU Alumni Star Award.

Dr. DeMary received her bachelor's degree and her doctorate from the College of William and Mary in Williamsburg, VA. She also earned her master's degree from VCU, where she currently serves as past president of the alumni association.

Tierney Temple Fairchild

Since 2006, Tierney Temple Fairchild, PhD, has been a consultant and writer with Fairchild Partners, Inc., specializing in race, turnarounds, as well as executive leadership and policy issues in education. Dr. Fairchild has taught and consulted with national, state, and regional organizations, including the KIPP Foundation, New Leaders for New Schools, and the South Florida Community Leadership Foundation. In collaboration with EduLead, she is currently working with the Louisiana Department of Education to design its state school turnaround specialist program.

Dr. Fairchild has served as the founding executive director of the Darden/Curry Partnership for Leaders in Education (PLE) a partnership of the Darden School of Business and the Curry School of Education at the University of Virginia, where she raised over \$10 million for executive leadership programs for school administrators. She has been a visiting lecturer at both Darden and Curry and has designed and delivered a portfolio of executive development experiences for districts, school boards, and principals that focus on building leadership capacity

to improve and sustain student achievement. Dr. Fairchild led the development of Governor Warner’s Virginia School Turnaround Specialist Program and, with the Commonwealth, was awarded a \$3 million grant from Microsoft Partners in Learning to scale the program nationally. For 10 years prior to joining the PLE, Dr. Fairchild worked in the areas of executive and leadership selection and development as well as corporate contributions at the United Technologies Corporation (UTC).

Dr. Fairchild received her PhD in educational leadership and policy studies from the Curry School of Education and a master’s degree from the Darden Graduate School of Business Administration, both at the University of Virginia. She is a magna cum laude graduate of the University of Pennsylvania, where she received her bachelor of arts degree in English.

Lynda Foisy

Lynda Foisy serves the Massachusetts Department of Elementary and Secondary Education as the associate commissioner for school performance evaluation and leadership development. In this capacity, she leads implementation of the state’s school and district accountability system, focusing on the state education agency’s intervention in the lowest performing schools and districts. A long-time public educator, Ms. Foisy began her work as an elementary teacher and curriculum coordinator. Fourteen years as a principal positioned her for her next career move to the state level, expanding her experience in public education.

In her current role, Ms. Foisy manages the partnerships established by the Massachusetts Department of Education with providers working in the state’s underperforming schools and districts. She also oversees the state’s newest initiative, designing and implementing a leadership development program to build capacity at all levels of educational leadership.

William H. Guenther

William H. Guenther is president and founder of Mass Insight Education & Research Institute, an independent not-for-profit organization focused on improving student achievement in Massachusetts—and the nation’s—public schools. Mass Insight Education & Research Institute (MERI), founded in 1997, is an independent nonprofit that organizes public schools, higher education, business, and state government to significantly improve student achievement, with a focus on closing achievement gaps.

Mass Insight’s education reform strategies are defined by two convictions: that change at scale depends on the practical integration of research, policy, and practice; and that only dramatic and comprehensive change in high-poverty schools will produce significant achievement gains.

Mr. Guenther also is president of Mass Insight Corporation, a Boston-based public policy research and consulting firm, which he founded in 1989. Mass Insight seeks to keep Massachusetts and its businesses and institutions globally competitive. Through client and leadership networks, the firm shapes public-private dialogues and delivers policy results on issues in which state actions and investments affect profitability, growth, and new jobs. He is a graduate of Harvard College and the New York University Law School.

Linda Hecker

Linda Hecker is an educator with over 30 years' experience. She began her career as a secondary English teacher and obtained her master's degree in reading education. Ms. Hecker spent the next 20 years as an elementary reading teacher in an urban district. In post-graduate school, she became interested in the school improvement process. She used her knowledge to become a school improvement consultant, staff development specialist, and English department consultant within an urban school district.

Ms. Hecker's continuing interest in curriculum led to her to become a curriculum director in a small rural district. This position included the roles of assessment specialist, director of state and federal programs, staff development director, and other duties. She retired from that district as assistant superintendent of instructional operations and now works with the Michigan Department of Education as an NCLB Act consultant.

Sharon Nakagawa

Sharon Nakagawa is the administrator of the Special Programs Management Section (SPMS) of the Hawaii Department of Education (HDOE), which coordinates Title I programs and provides a system of support to schools, especially NCLB Status Schools. The SPMS has partnered with other HDOE sections to develop the "Framework for School Improvement" for the Hawaii public schools and has expedited required contracts, as well as coordinated and monitored the services of professional services providers to provide comprehensive restructuring services to schools.

With over 20 years as a school administrator, Ms. Nakagawa served as a principal of a high-poverty, rural school that moved out of corrective action and sustained its good standing, unconditional status since 2002. The school produced three national award recipients, a finalist for the National Family Literacy Teacher of the Year, a State Teacher of the Year, three District Teachers of the Year, a National Science Partnership Awardee, a Fannie Mae recipient, and also received other honors for its teachers, administrators, and staff. Former students have received national awards for History Day Competition, Robotics, Solar Car, etc. This school year, the state identified the school as one of the most improved schools, with significant improvement in student achievement.

In addition, Ms. Nakagawa was formerly an educational specialist for the Central Oahu District, where she coordinated standards-based consortiums for mathematics and language arts as well as lesson study teams for complex area science and mathematics teachers using the UbD model. Furthermore, she has served as a team member and chair of WASC Accreditation Teams, coordinated and facilitated Adequate Yearly Progress (AYP) Response Teams, and served as a team member of an accreditation team for postsecondary institutions.

Tyra M. Newell

As an executive director of the New Orleans team, Tyra Newell is responsible for the development and successful execution of a strategy to drive high academic gains in schools led by New Leaders for New Schools in New Orleans, Louisiana.

Ms. Newell joined New Leaders for New Schools having served most recently as budget director for Chicago Public Schools (CPS). She entered CPS through the Broad Residency in Urban Education, a competitive 2-year national program that seeks to provide a pipeline of talent to build leadership capacity in urban public school districts. As a broad resident, she led the implementation of strategies to address overcrowding and increase the quality of principal candidates within the district. Her experiences include both public and private sector work, including Kraft Foods Corporate Training and Development, where she focused on providing effective training programs as well as team development and personal efficiency strategies. Her work at McKinsey & Co. as a management consultant allowed her to gain exposure to a broad set of management issues in a variety of industries.

Ms. Newell received a bachelor's degree in business administration from Howard University in Washington, DC, and an MBA from Stanford University, in Palo Alto, California. Ms. Newell was born and raised in New Orleans. She enjoys contributing to the building of high-quality education for all New Orleans' children.

Tom Shields

Tom Shields, PhD, is on the faculty at the Jepson School of Leadership Studies and is director of the Center for Leadership in Education at the University of Richmond. He is also codirector of EduLead, a partnership between the University of Richmond and Virginia Commonwealth University. He is an instructor at the Sorensen Institute for Political Leadership at the University of Virginia, teaching in the College and High School Leaders Programs. Dr. Shields' research areas include minority political involvement in the suburbs of the South, youth civic engagement in a democratic society, and turnaround leadership and succession in K–12 education. He has published articles in *Academic Exchange Quarterly*, *Journal of Black Studies*, and *Politics and Policy*. He also has presented at numerous academic conferences.

Dr. Shields received a bachelor of arts degree in history with minors in English and political science from the University of Scranton, where he was a Special Jesuit Liberal Arts Scholar and Presidential Scholarship recipient. He holds a master of arts degree in teaching and a doctorate in public policy and administration from Virginia Commonwealth University. During his doctoral work, he was the recipient of two distinguished graduate fellowships.

In addition to his teaching and scholarship, Dr. Shields is involved in Virginia politics and community service in the greater Richmond area. His political experience includes work as a legislative assistant for Congressman Bobby Scott. He also was one of the original authors of the mayor-at-large proposal for Richmond. Dr. Shields sits on several commissions and boards in the greater-Richmond area and has served as a member of the Transition Committee on Local Government for Governor-elect Tim Kaine. In 2006, he was a recipient of the Top 40 under 40

Award from *Style Weekly*. He also was selected to receive a Professor of the Semester Award by the students of the Jepson School.

Kathleen M. Smith

Dr. Kathleen M. Smith has been an educator since 1975. She is currently the director of the Office of School Improvement with the Virginia Department of Education. Her past experience as a special educator, alternative education specialist, career and technical director, preschool specialist, and school improvement specialist provide a diverse background as a reference point to support low-performing schools and districts.

Her career in the public school system as well as public education has been solely with high-poverty students. She recently received her doctorate from the College of William and Mary. Her dissertation, *The Impact of District and School Climate on Student Achievement*, was a culmination of her desire to support districts in finding systemic avenues to reach chronically low-performing schools. Her career has been and will continue to be directed to supporting students of poverty.

Keith Smith

Dr. Keith Smith's recent work with the Virginia Department of Education has centered on helping the Office of School Improvement implement research-based strategies that enable school divisions to assist their chronically low-performing schools. Dr. Smith continues to direct the Coalfield Rural Systemic Initiative, a National Science Foundation-funded project that has improved mathematics and science education in eight school districts in southwestern Virginia and 10 districts in southern West Virginia.

Before joining the Edvantia staff, Dr. Smith worked at the West Virginia Department of Education where he served as the assistant state superintendent for instructional services. He had primary responsibility for leading the improvement of academic instructional programs, special education, the state-county testing program, county and school accreditation, and educational programs in institutional settings. He led an initiative to improve academic achievement in the 22 lowest performing districts in West Virginia—an initiative that was among the first of the large-scale systemic school improvement efforts in the country.

Dr. Smith also has been a high school biology teacher, a guidance counselor, and a district guidance director. He holds a PhD from Ohio State University with a major in guidance and a second field in educational change.

Douglas Thaman

Douglas Thaman, EdD, is central regional manager for the National Association of Charter School Authorizers (NACSA), focusing on the work in priority states in the central region of the country. Dr. Thaman's responsibilities include directing the activities in NACSA priority state work plans; developing and implementing workshops; working with clients to develop

authorizing policies, documents, and processes; and providing direct technical assistance to clients. He also supports the establishment of state-level authorizer networks or associations and works with education reform organizations.

Prior to joining NACSA, Dr. Thaman served as the vice president of operations for the Midwest Region of Lighthouse Academies where he supervised the opening of charter schools in Illinois, Indiana, and Ohio. Dr. Thaman received his doctorate of education from St. Louis University. The focus of his doctoral dissertation was on the relationship between parent involvement and student achievement. In addition, Dr. Thaman holds a bachelor of science degree in elementary education from Southwest Missouri State University, a master's in school administration from the University of Missouri, St. Louis, as well as a specialist in school administration degree from St. Louis University.

Based in St. Louis, Dr. Thaman has served as a teacher and administrator, an adjunct professor, educational consultant, and was the founding executive director of the St. Louis Charter School located in South St. Louis City.

Joan C. Tuttle

Joan C. Tuttle has been an educator with 20 years of combined experience in the states of Massachusetts, Louisiana, and Florida. She presently serves as a school and district evaluation assistance coordinator with the Massachusetts Department of Elementary and Secondary Education and, as such, provides implementation support to two of the nine urban districts in Massachusetts. Working collaboratively with each school district, the focus is to build district capacity, internal resources, and a coherent system of support for each of the district's lowest performing schools. Employing data-driven, inquiry-based processes, implementation support is designed to work in concert with district and school leaders in an effort to better understand the impact of ongoing improvement efforts, to solve problems, and to ultimately adjust processes in order to achieve the intended results.

Ms. Tuttle also has been engaged in school reform efforts in Louisiana as a distinguished educator for the Louisiana Department of Education. She has successfully worked with low-performing schools in Orleans, Jefferson, and Ascension Parishes. During this time, she provided on-site, intensive assistance to each school's leadership and staff, which was focused on improving their curriculum, instruction, and assessment practices. The results yielded an increase in school capacity, student achievement, and school performance scores.

Paul G. Vallas

Since May 2007, Paul G. Vallas has served as superintendent of the Recovery School District of New Orleans, Louisiana. He is implementing sweeping district-wide reforms in New Orleans, duplicating many of the initiatives that turned the school systems of Philadelphia and Chicago into nationally recognized models for education reform. Among the new initiatives he has implemented are afterschool and summer school programs, a standardized curriculum, and a classroom modernization initiative. He also will introduce a network of alternative schools, a student conservation corps, and a school-based, community policing program.

While at the helm of the Philadelphia public school system, Mr. Vallas put in place new initiatives that included afterschool and summer programs, a transitional program for students returning from court-appointed placements, a Saturday program for chronically disruptive students, and a parent truancy officer program. Before going to Philadelphia, Mr. Vallas served as the chief executive officer of Chicago Public Schools from 1995 to 2001. While there, he transformed the nation’s third largest school system from what was thought of as “the worst in the country” to “a model for the nation.” Mr. Vallas initiated a series of educational reforms to reverse the system’s persistent failure. He eliminated a projected 4-year shortfall of \$1.3 billion within 2 years and balanced the system’s budget each year thereafter.

Originally from Chicago, Mr. Vallas received a bachelor of science degree in political science and history in 1976 and a master’s in political science in 1980 from Western Illinois University.

Laura A. Wagner

Laura A. Wagner, PhD, is the administrator of the Intervention Assistance Office in the Accountability and Improvement Division of the California Department of Education. A former secondary school teacher and administrator, Dr. Wagner specializes in helping schools and districts create coherence in organizational structures to improve student learning. She co-led the California New Teacher Project, which resulted in the California Beginning Teacher Support and Assessment Program, a joint project with the California Commission on Teacher Credentialing.

Dr. Wagner also has worked extensively with regional county offices of education to support various school intervention and support initiatives, particularly for English language learners and schools and districts subject to state monitoring. She is currently working with the District and School Program Coordination Office on the development and support of policies to implement corrective actions in Title I local educational agencies that have advanced to corrective action. Resources and publications are available at lwagner@cde.ca.gov.

Dr. Wagner earned a doctorate at Stanford University in the design and evaluation of educational programs, with a specialization in organizational sociology.

Iris C. Wilson

Iris C. Wilson is the K–12 public schools deputy chancellor for student achievement with the Florida Department of Education. As deputy chancellor, Mrs. Wilson has responsibility for the bureaus of student assistance, public school options, and school improvement. Mrs. Wilson is a native of St. Augustine, Florida, and is a product of the St. Johns County Public School District.

In 1977, Mrs. Wilson earned her bachelor of science degree in elementary and early childhood education at Florida State University. Her work experience began as a teacher at Tallahassee Junior Academy. In 1983, she completed her masters’ degree in reading. She continued as a teacher until July 1994 when she was selected to be assistant principal and completed her educational specialist degree in educational leadership.

In July 1999, Mrs. Wilson was chosen as the principal of Kate Sullivan. Through her leadership, the school was recognized nationally as a 2000–2001 Blue Ribbon School. Mrs. Wilson remained at Kate Sullivan until January 2003 when she was appointed to a position at the district office as executive director of elementary schools. After 6 months as executive director, she was selected to be assistant superintendent of school management and curriculum services, serving 4 years. Today, she continues her educational commitment to Tallahassee and the state of Florida as a deputy chancellor.