



## About the Presenters

---

### Presenting Authors

**Anthony S. Bryk** is the ninth President of The Carnegie Foundation for the Advancement of Teaching and a Founding Director of the Consortium on Chicago School Research. He held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University from 2004 until assuming Carnegie's presidency in September 2008. He came to Stanford from the University of Chicago, where he was the Marshall Field IV Professor of Urban Education in the sociology department, and where he helped found the Center for Urban School Improvement which supports reform efforts in the Chicago Public Schools. As a creator of the Consortium on Chicago School Research, Bryk cultivated a federation of research groups that have produced a range of studies to advance and assess urban school reform. His current research and practice interests focus on the organizational redesign of schools and school systems and the integration of technology into schooling to enhance teaching and learning. Bryk received a B.S. from Boston College and an Ed.D in Measurement and Statistics from the Harvard Graduate School of Education.

**Penny Bender Sebring** is Interim Co-Executive Director of the Consortium on Chicago School Research (CCSR) at the Urban Education Institute, University of Chicago. She is the lead author of several CCSR reports, co-author of the book *Charting Chicago School Reform: Democratic Localism as a Lever for Change*, and she has published numerous articles on urban education. Previously, Sebring directed federally funded education studies at the National Opinion Research Center, University of Chicago. She was also a Peace Corps volunteer and a high school teacher. Sebring serves on the Board of Directors for the Chicago Public Education Fund, and she is a member of the Visiting Committee to the Division of Social Sciences, University of Chicago and the Policy Advisory Board of the School of Education and Social Policy at Northwestern University. She received a B.A. from Grinnell College, where she is a life member of the Board of Trustees. She received a Ph.D. in Education and Policy Studies from Northwestern University.

**Elaine Allensworth** is Interim Co-Executive Director and the Director for Statistical Analysis of the Consortium on Chicago School Research (CCSR) at the Urban Education Institute, University of Chicago. Her work focuses on the structural factors that affect high school students' educational attainment, particularly the factors that affect graduation and dropout rates. Allensworth was the lead author on a number of studies on graduation rates in the Chicago Public Schools, including *What Matters for Staying On-Track and Graduating in CPS*. Allensworth is currently leading a mixed-methods study of the transition to high school, as well as studies on the effects of rigorous curricular reforms on instruction, grades, test scores, high school graduation and college attendance. Allensworth holds a Ph.D. in Sociology and an M.A. in Sociology/Urban Studies from Michigan State University.

**Stuart Luppescu** is Chief Psychometrician at the Consortium on Chicago School Research (CCSR) at the Urban Education Institute, University of Chicago. Luppescu specializes in educational measurement, and his research interests are in language acquisition, Rasch Measurement, and multi-level modeling of achievement data. Luppescu has contributed to over thirty CCSR publications since 1992, and he is the lead author of CCSR's biennial Individual School Survey Reports for Chicago Public Schools. Luppescu has published numerous scholarly articles on topics including measuring student achievement and vocabulary learning. Before coming to Chicago, Luppescu taught English in Japan and Hawaii for 13 years. Luppescu received B.A. and M.A. degrees in Linguistics from Cornell, an M.A. in English as a Second Language from the University of Hawaii, and a Ph.D. in Educational Measurement from the University of Chicago.

### **Moderator**

**Linda Lutton** joined Chicago Public Radio as an Education Reporter in September 2008. Prior to that, she reported from Michoacan, Mexico as a freelance writer and radio producer. She covered education on Chicago's south side and in the south suburbs for the *Daily Southtown* between 2003 and 2005. Lutton's work has been published by the *Chicago Reader*, the *Chicago Tribune*, *In These Times Magazine*, *Education Week*, *Youth Today* and other publications. She's received numerous honors, including the Studs Terkel Award for reporting from Chicago's diverse neighborhoods and the Education Writers Association's top prize for education reporting.

### **Featured Speakers**

**Timothy Knowles** serves as Lewis-Sebring Director and Clinical Professor at the University of Chicago Urban Education Institute (UEI). UEI is dedicated to addressing the question, how can we reliably produce excellent schooling for children growing up in urban America? During his tenure at the University of Chicago, UEI has initiated the creation of 20 new schools across Chicago's south side, four of which are designed and operated directly by the University of Chicago. Before coming to Chicago, Knowles served as Deputy Superintendent for Teaching and Learning at the Boston Public Schools. While in Boston he created two organizations devoted to building the pipeline of high quality teachers and school leaders for Boston Public Schools and served as Co-Director of the Boston Annenberg Challenge, a nationally recognized effort to improve literacy instruction. Prior to his work in Boston he founded and directed a full-service K-8 school in Bedford-Stuyvesant, New York City. He also served as the founding Director of Teach for America in New York City and taught African History in Botswana. He has written and spoken extensively on the topics of school leadership, teacher quality, school reform, and accountability in public schools. He received a B.A. in anthropology and African history from Oberlin College and a M.A. and doctorate from the Harvard Graduate School of Education.

**Barbara Eason-Watkins** was appointed Chief Education Officer of the Chicago Public Schools (CPS) in 2001. Under her leadership the district has garnered many accomplishments: the largest award in the nation, a \$24.5 million literacy grant made by the U.S. Department of Education; increasing the number of students with access to and taking Advanced Placement courses; and, sustaining expanded learning opportunities for pre-school through 12th grade students despite budget constraints. Previously she was a nationally recognized school principal in the Chicago Woodlawn community. She co-authored *On Common Ground: The Power of Professional Learning Communities* and has received numerous awards, including the Peace & Dialogue Award: Education (Niagara), Kathy Osterman Award (City of Chicago), and Most Powerful Woman in Education (Chicago Sun-Times). Among other groups, Dr. Eason-Watkins is a member of Harvard University's Public Education Leadership Project. Dr. Eason-Watkins received a Bachelor's Degree in Elementary Education from the University of Michigan, a Master's Degree in Educational Administration and Supervision from Chicago State University, and a Doctorate in Education from Loyola University Chicago.

**Joseph McDonald** is Professor of Teaching and Learning at the Steinhardt School of Culture, Education, and Human Development at New York University. He is the author or co-author of seven books about schooling and teaching – including *Going to Scale with New School Designs: Reinventing High School* and *The Power of Protocols*. He is Director of the Metro Learning Communities Project at Steinhardt's Metropolitan Center for Urban Education with two colleagues and leads the NYU EXCEL Academy for aspiring college students from the South Bronx. McDonald is co-founder of University Neighborhood High School on the Lower East Side and NYU liaison to Fannie Lou Hamer Freedom High School in the South Bronx. He is currently a consultant to New York's Center for Educational Innovation, a member of the Evaluation Advisory Council of the Chicago Public Education Fund, and a member of the Advisory Board of the Leadership Institute for Congregational Schools. McDonald is the recipient of several awards, including the Outstanding Teacher Award (Bush Educational Leaders Program), Community Service Award (New York University), Finis and Engleman Award (American Association of School Administrators), and Community Service Award (University Neighborhood High School). McDonald has a Doctorate in Education and Master of Arts in Teaching English from Harvard University, as well as a Bachelor of Arts degree in English from the University of Scranton.

**Charles M. Payne** is the Frank P. Hixon Distinguished Service Professor in the School of Social Service Administration at the University of Chicago where he is also an affiliate of the Urban Education Institute. He is the author of six books, and he recently published *So Much Reform, So Little Change* as well as an anthology, *Teach Freedom: The African American Tradition of Education For Liberation*. He received a Senior Scholar grant from the Spencer Foundation and was a Resident Fellow at the foundation for 2006-07. With the support of the Carnegie Scholar's Program, he is doing a study of how school reform dialogue in other countries compares to the American situation. Payne has been a member of the Board of the Chicago Algebra Project, the Steering Committee for the Consortium on Chicago School Research, the Research Advisory Committee for the Chicago Annenberg Project, and on the editorial boards of *Catalyst*, *Sociology of Education*, and *Educational Researcher*. Payne was founding Director of the Urban Education Project in Orange, New Jersey, co-founder of the Duke Curriculum Project and of the John Hope Franklin Scholars, and is among the founders of the Education for Liberation Network. He has won several teaching awards— at Northwestern, he held the Charles Deering McCormick Chair for Teaching Excellence and at Duke, the Sally Dalton Robinson Chair for excellence in teaching and research. Payne holds a bachelor's degree in Afro-American studies from Syracuse University and a doctorate in sociology from Northwestern.