

Cross Consortium Meeting Participants Biographies February 23-24, 2010

Baltimore Education Research Consortium

Obed Norman is co-director of the *Baltimore Education Research Consortium* and an Associate Professor of Science Education in Morgan State University's Graduate Program in Mathematics and Science Education. He is also the principal investigator on a National Science Foundation funded research project aimed at improving science instruction and student motivation in the Baltimore City Public Schools. Dr. Norman has extensive high school science teaching experience and currently serves on the editorial board of the *Journal for Research in Science Teaching* (JRST) and the *Journal of Science Teacher Education* (JSTE). He has a Ph.D. in science education from the University of Iowa.

Stephen Plank is *Co-Director of the Baltimore Education Research Consortium* and an Associate Professor in The Johns Hopkins University's Department of Sociology. He is also affiliated with the Center for Social Organization of Schools. Plank received a bachelor's degree in mathematical methods in the social sciences, and sociology, from Northwestern University (1990) and a Ph.D. in sociology from the University of Chicago. His published education research includes *Finding One's Place: Teaching Styles and Peer Relations in Diverse Classrooms* (Teachers College Press, 2000), and articles in the *American Educational Research Journal*, *Teachers College Record*, *Journal of Vocational Education Research*, *Sociology of Education*, and *American Journal of Education*. Much of his past and current research focuses on solutions to the problem of high school dropout (including associations with career and technical education), predictors of successful transitions to college, and school climate.

Center for Education Research

Eric Taylor is currently Senior Research Manager at the *Center of Education Policy Research at Harvard University*. His work at the Center focuses on the development and use of teacher effectiveness measures, and the relationship between high school experiences and post-secondary success. Additionally, Eric currently leads the data management and analysis work of the Center's Strategic Data Project. He previously worked as a research analyst at the Urban Education Partnership in Los Angeles, and for six years in survey research consulting. His research in survey methods focused on non-response and respondent satisficing. Eric received an M.P.P. from UCLA with an emphasis in education policy and quantitative methods, and a B.S. in Economics from Brigham Young University. In 2006 Eric was selected as a Presidential Management Fellow.

Consortium on Chicago School Research

Paul Goren is the Executive Director of the Consortium on Chicago School Research (as of May 1, 2010). He is senior Vice President and Secretary of The Spencer Foundation, located in Chicago, Illinois, a position he has held since June, 2001. He also serves as Executive Director of The Spencer Forum. Previously, Goren was the Director of Child and Youth Development at the John D. and Catherine T. MacArthur Foundation. A former middle-school teacher, Goren worked as Executive Director (Assistant Superintendent) for Policy and Strategic Services in the Minneapolis Public Schools from 1995-98 and as a policy analyst and educational researcher in the San Diego City Schools in the mid-1980s. He worked in and subsequently directed the education policy studies division of the National Governors' Association (NGA) in Washington, DC between 1991 and 1995. Goren recently received the Ian Axford (New Zealand) Fellowship in Public Policy from Fulbright New Zealand and was posted in the New Zealand Ministry of Education from January through July 2009. He worked in the Ministry's Group Maori where he completed a project entitled How Policy Travels: Making Sense of Ka Hikitia-Managing for Success: The Maori Education Strategy 2008-2012. Goren has also written on professional development and public engagement for the NGA, served as chief accountability officer

in the Minneapolis Schools where he helped develop capacity for data driven-decision making, and currently leads the Spencer Foundation's efforts to disseminate studies and findings to multiple audiences. Along with numerous presentations at philanthropic, practitioner, policy, and research forums, he served on the National Academy of Science task force on *How People Learn*, and wrote a commentary for the National Society for the Study of Education yearbook on *Developing the Teacher Workforce*. Goren serves on the boards of Grantmakers for Education, The Donors' Forum of Chicago, TERC (a science and mathematics curriculum developer), and Y.O.U. (a social service and support agency for students in the Evanston, IL public schools). He holds a Ph.D. from Stanford University, a master of public affairs degree from the LBJ School at the University of Texas, and a B.A. from Williams College. Goren is married to Gwen Macsai, a writer and public radio producer. They live in Evanston, Illinois with their three school-age children.

Christopher Mazzeo is the Consortium on Chicago School Research's Associate Director for Policy and Outreach. Prior to joining the staff, Chris was an independent education policy consultant whose clients included MDRC, the Joyce Foundation, the Center for American Progress and the Brookings Institution, for whom he is currently writing a paper focused on improving college preparation and attainment outcomes among youth in major metropolitan areas in the United States. From 2001-2004, Chris served as a senior policy analyst in the Education Division of the National Governors Association Center for Best Practices, where he worked on both secondary and postsecondary policy issues and co-directed the division's work on school improvement and accountability. Chris earned his AB from Columbia University in History and his Ph.D. in Social Sciences, Policy and Educational Practice from Stanford University in 2001.

Melissa Roderick is *Co-Director of the Consortium on Chicago School Research and Hermon Dunlap Smith Professor at the School of Social Service Administration at the University of Chicago*. Professor Roderick is an expert in urban school reform, high school reform, high-stakes testing, minority adolescent development, and school transitions. Her work has focused attention on the transition to high school as a critical point in students' school careers and her new work examines the transition to college among Chicago Public School (CPS) students. In prior work, she led a multi-year evaluation of Chicago's initiative to end social promotion and has conducted research on school dropout, grade retention, and the effects of summer programs. Professor Roderick is an expert in mixing qualitative and quantitative methods in evaluation. Her new study focuses on understanding the relationship between students' high school careers and preparation, their college selection choices and their post-secondary outcomes through linked quantitative and qualitative research. In this joint project with the Chicago Public Schools, Professor Roderick is assisting CPS in tracking successive cohorts of Chicago students and building new indicators through analysis of high school transcripts and surveys of students and teachers to assess the preparation of CPS graduates for college. She is concurrently leading a qualitative study that is following over 100 juniors from three Chicago high schools from the 11th grade to two years after graduation and examining differences in the educational demands of their classroom environments through a linked study of high school and college classrooms. From 2001 to 2003, Professor Roderick joined the administration of the Chicago Public Schools to establish a new Department of Planning and Development. At SSA Professor Roderick is the faculty director of a new program in community schools and youth development. She is a founding board member and currently serves as the chair of the board of North Lawndale College Preparatory Charter High School. Professor Roderick has a Ph.D. from the Committee on Public Policy from Harvard University, a master's degree in Public Policy from the John F. Kennedy School of Government at Harvard University, and an A.B. from Bowdoin College.

Consultants

Christopher Cross is chairman of the education policy consulting firm Cross & Jofus, where he contributes his considerable strategic planning, policy analysis, and development skills. Cross also serves as a consultant to the Broad Foundation and the Charles Stewart Mott Foundation. Previously, he was a senior fellow with the Center for Education Policy and a distinguished senior fellow with the Education Commission of the States. From 1994 to 2002, Cross was president and chief executive officer of the Council for Basic Education (CBE). Before joining CBE, he served as director of the education initiative of The Business Roundtable and as assistant secretary for educational research and improvement in the U.S. Department of Education. He chaired the National Assessment of Title I Independent Review Panel on Evaluation for the U.S. Department of Education from 1995 to 2001 and the National Research Council Panel on Minority Representation in

Special Education from 1997 to 2002. Currently, Cross chairs the National Research Council Panel on Early Childhood Mathematics. He is on the Board of Trustees of Whittier College. He also serves on the board of The New Teacher Project and the board of EdSource. In March 2002, Cross guided the negotiated rulemaking process on Title I for the U.S. Department of Education. In 2001, he completed a six-year term on the Board of International Comparative Studies in Education for the National Research Council. In addition, he chaired the National Council for Education and Humanities Development of The George Washington University from its inception in 2000 through 2002. Cross served as president of the Maryland State Board of Education from 1994 to 1997. He also was a member of the National Education Commission on Time and Learning. Cross has written extensively on education and other public policy areas and has been published in numerous professional journals and newspapers, including Education Week, Phi Delta Kappan, The College Board Review, The Washington Post, the Sacramento Bee, and the Los Angeles Times. He co-authored an article, "Systems, not Superheroes," published in the winter 2008 edition of the American Association of School Administrators' Journal of Scholarship and Practice. His book, *Political Education: National Policy Comes of Age*, is on the people and events shaping federal K-12 education policy from the time of the Eisenhower Administration through the passage of the 2001 amendments to the Elementary and Secondary Education Act. It was published in November 2003 by Teachers College Press. Cross is also the co-editor of *Minority Students in Special and Gifted Education*, published in 2002 by National Academies Press. He has lectured on American education issues in Japan, Hong Kong, and the United Arab Emirates. Cross has a bachelor of arts degree from Whittier College and a master of arts degree in government from California State University, Los Angeles.

James S. Hostetler is Managing Director of McBride Associates, Inc., a governance consulting firm which advises Boards of Directors and senior management leaders on ways to create a culture of trust and organizational mechanisms to sustain high performance. After retiring from the national law firm of Kirkland & Ellis in 2005, he has also continued to advise nonprofit organizations on a wide range of legal and regulatory issues with particular emphasis on contracting with the federal government. In recent years in both his consulting and private law practice, Mr. Hostetler has focused increasingly on governance, risk management, compliance and ethics issues with corporations and nonprofit organizations doing business with the Federal government. His experience includes negotiating strategic alliances, creating coalitions and pursuing innovative ways to partner with federal departments and agencies to achieve their program goals. Prior to entering private practice in 1964, Mr. Hostetler served as a legislative attorney in the Department of Health, Education and Welfare and a Special Assistant to the Administrator of the area Redevelopment Administration (now Economic Development Administration) in the U.S. Department of Commerce. Over the years Mr. Hostetler has served in a variety of advisory roles, including the Legal Advisory Committee of the Government Accountability Office, the Procurement Council of the U.S. Chamber of Commerce, the Ethics Task Force of the Council for Excellence in Government, Vice Chair and Director of the Leadership Forum International (an organization dedicated to promoting ethical leadership in business and government in Central and Eastern Europe), Director of the Research Institute for Small and Emerging Business and Founding Director of the Appleseed Foundation (a public interest organization dedicated to advocating systemic reforms in education, among other policy areas, with 17 Centers for Law and Justice in the U.S. and Mexico). Mr. Hostetler has written and spoken extensively on federal procurement issues. He is a graduate of Yale University and Harvard Law School.

Research Alliance for New York City Schools

Jennifer Bell-Ellwanger is Senior Advisor to the Chancellor for the NYC Department of Education. In this advisory capacity, she serves as the special representative to the State Education Department to improve the alignment between the City's reform efforts with those at the State and Federal levels. Ms. Bell-Ellwanger also leads the Research and Policy Support Group at the Department of Education which is the primary source of research and analytics for the DOE to inform system-wide policy decision-making. Prior to this position, Ms. Bell-Ellwanger worked in the Division of Assessment and Accountability (DAA) at the New York City Department of Education as Manager of Test Research and Development, then as the Deputy Executive Director and finally as Executive Director of the Division. Prior to joining the Division, Ms. Bell-Ellwanger was first an elementary classroom teacher, then an administrator in Community School District 11, Bronx NY,

developing new teacher initiatives and coordinating assessment, accountability and data initiatives for the District. Ms. Bell-Ellwanger has also served on several state and city commissions most recently as a member of the New York State's Committee of Practitioners and the New York State Education Department's P-16 Data System Steering Committee. She holds a Bachelor's degree in education and psychology from The Catholic University of America, a Master's degree in counseling and personnel services from Fordham University, and has completed her doctoral coursework in educational psychology at Fordham University.

James Kemple serves as the Executive Director of the Research Alliance for New York City Schools and Research Professor at the Steinhardt School of Culture, Education, and Human Development at New York University. The Research Alliance is a non-partisan research center that is committed to producing rigorous evidence about the challenges of ensuring that all students have access to a high quality education in New York City and about the effectiveness of programs and policies aimed at addressing those challenges. Prior to joining the Research Alliance as its first Executive Director, Dr. Kemple spent more than 18 years at MDRC, a non-profit social policy research organization committed to learning work works to improve the well being of low income populations across the United States. He served as the Director of MDRC's K-12 Education Policy Area and specialized in the design and management of rigorous evaluations of educational and other social policy reforms. He served as Principal Investigator of MDRC's studies of high school interventions including the Career Academies Evaluation, the Evaluation of the Talent Development Middle and High School Models, the Enhanced reading Opportunities Study, and the Study of the Content Literacy Continuum. Dr. Kemple also taught high school math and managed the Higher Achievement Program, a three-phase academic and high school placement program for disadvantaged youth in Washington, DC. Dr. Kemple received in B.A. in Mathematics from the College of the Holy Cross and his Ed.M. and Ed.D. in Administration, Planning and Social Policy from the Harvard Graduate School of Education.

Nickisha Stephenson is the Community Outreach Coordinator and a Research Analyst for the Research Alliance for New York City Schools. She holds a BA in Psychology from Haverford College and a Masters in Education Policy from the University of Pennsylvania. Prior to moving to NYU, Nicky worked with a team at the Social Science Research Council (SSRC) on the Research Alliance's development. At SSRC she engaged NYC community/advocacy groups in the Research Alliance. Ms Stephenson's research experiences include three years of work at MDRC, where she aided in the evaluation of various education initiatives. Although Nicky is interested in the overall educational experiences of low-income and minority groups, she is particularly concerned about the factors affecting this group's access to Post-Secondary education.

SERP Institute

Carole Vinograd Bausell is Chief Operating Officer of the SERP Institute. She has a broad background of knowledge and experience in nonprofit management, literacy, learning disabilities, program evaluation, and policy. Before coming to SERP, she worked for Editorial Projects in Education (EPE), the publisher of Education Week, where she directed numerous high profile projects and reports on K-12 education policy and outcomes; these included Quality Counts; Diplomas Count; and Technology Counts. She also managed the daily operations of the EPE research center. Prior to that, Carole was a consultant to the Fund for Educational Excellence and other organizations in Baltimore. As part of her work for the Fund, she monitored the evaluation of high school reform in the Baltimore City Schools, a Bill and Melinda Gates Foundation-funded initiative. Carole has served on national panels and roundtables on children's mental health and child welfare, coauthored a series of educational books for parents, and taught continuing quality improvement methodology to executives nationwide. She has certification from Cambridge in teaching adult English language learners and from the Sorbonne in French language. She received her doctorate in education from the Johns Hopkins University.

Phil Daro is the Director of the SERP - San Francisco Field Site. He has also directed large scale teacher professional development programs for the University of California including the California Mathematics Project and the American Mathematics Project. His sixteen years at the University included six years directing projects to help states develop standards, accountability and testing systems. He has held leadership positions with the California Department of Education. Phil has served on many committees including: NAEP Validity Committee; RAND Mathematics Education Research Panel; College Board Mathematics Framework

Committee; ACHIEVE Technical (Assessment) Advisory Group, Mathematics Work Group; Technical Advisory Committee to National Goals Panel for World Class Standards, National Governors Association; Title I Commission organized by Council of Chief State School Officers; Mathematical Sciences Education Board of the National Research Council; California Public Broadcasting Commission; and The Accrediting Commission for Senior Colleges and Universities (WASC). He has taught mathematics and is the father of three daughters.

Suzanne Donovan Suzanne Donovan is Executive Director of the Strategic Education Research Partnership (SERP), an education research and development enterprise incubated at the National Academies. In that capacity she is established a set of R&D field sites in partnership with school districts, and anchored in classroom and school practice. She co-authored the two SERP reports: *Strategic Education Research Partnership* which proposed the design and governance structure of the SERP Institute, and *Learning and Instruction: A SERP Research Agenda* which details an illustrative research and development agenda tied to classroom practice. She directed the "How People Learn" project at the National Academies beginning in 1999, and served as study director and editor of *How People Learn: Bridging Research and Practice*, and *How Students Learn: History, Mathematics, and Science in the Classroom*. Donovan was the study director and co-editor for the NRC report *Minority Students in Special and Gifted Education*, and was a co-editor of *Eager to Learn: Educating our Preschoolers*. She has a Ph.D. in public policy from the University of California at Berkeley. Prior to her work at the National Research Council, she was on the faculty of the School of International and Public Affairs at Columbia University.

Michelle Forman is a Research Associate in the SERP – Boston field site where she works in the Internal Coherence project, and a doctoral candidate in education policy program at the Harvard Graduate School of Education. Her work focuses on building organizational capacity and collective efficacy beliefs in underperforming schools. Prior to joining the doctoral program Michelle was a high school English teacher in New York City.

Cynthia Coletti Haan is a member of the SERP Institute *Board of Directors*, and co-founder and chair of The Haan Foundation for Children. Her primary goal is to unite the efforts of scientific research, education practice, innovation, and technology to support dramatic improvements in student achievement. "We have a unique opportunity in the history of education to raise our standards through scientific discovery, an opportunity that has become a mandate if we are to maintain our prominence in the international economy," said Haan, who is passionate about quality education for all. Haan has enjoyed over 20 years of success in the business community, beginning as one of the founding team members in Southern Pacific Railroad's landmark launching of SPRINT. She remained with Sprint for seven years until the company was sold to GTE. Haan then accepted a four-year position as director of Ford Aerospace, Starnet Division, before performing a series of mergers and acquisitions of telecommunications corporations. Her experience in cross-functional operations management, integrating core and revolutionary product strategies, expertise in financial profit-and-loss modeling, and delivering innovative and entrepreneurial thinking to organizations has earned Haan a stellar reputation in business. She currently serves as CEO of Syndacon Corporation, and now brings her talents and expertise to the crucial needs of education and health. Haan oversees the executive management and all daily operations of The Haan Foundation for Children, a non-profit organization dedicated to developing and implementing educational solutions. She is an active advocate in Washington D.C., securing federal funding for high quality education research. In the state of California, Haan vigorously supports the role data plays in school reform efforts and policy emphasizing that "both student and teacher achievement data must be collected, analyzed, and understood in order to help educators make informed decisions that affect students' progress." She endows education scholarships for impoverished children requiring reading interventions. Haan is president of the Power4kids Reading Initiative, a collaborative grassroots effort of strategic partners and alliances, both private and public, aiming to provide vital, scientific-based evidence on which reading programs and instructional methods work in our public school for struggling readers. Haan also facilitates a number of projects in the fields of literacy, dyslexia, math, science, professional development, neuroscience, extended-day learning and women's health. She has accepted several board of director positions in education, neuroscience and women's health issues, amongst them are: Strategic Education Partnership (SERP), California Business Roundtable for Education Excellence (CBEE), Program in Education, Afterschool and Resiliency at Harvard Medical School (PEAR), and International Dyslexia Association (IDA).

Kenji Hakuta is a SERP Institute partner and professor of education at Stanford University. An experimental psycholinguist by training, he is best known for his work in the areas of bilingualism and the acquisition of English in immigrant students. He is the author of numerous research papers and books, including *Mirror of Language: The Debate on Bilingualism* (Basic Books, 1986) and *In Other Words: The Science and Psychology of Second Language Acquisition* (Basic Books, 1994). He chaired a National Academy of Sciences report *Improving Schooling for Language-Minority Children* (National Academy Press), and co-edited a book on affirmative action in higher education, *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education* (Stanford University Press). Hakuta is also active in the policy applications of his research. He has testified to Congress and other public bodies on a variety of topics, including language policy, the education of language minority students, affirmative action in higher education, and improvement of quality in educational research. He has served as an expert witness in education cases involving language minority students. Hakuta received his BA Magna Cum Laude in Psychology and Social Relations, and his Ph.D. in Experimental Psychology, both from Harvard University. He has been at Stanford as Professor of Education since 1989, except for three years (2003-2006) when he helped start the University of California at Merced as its Founding Dean of Social Sciences, Humanities and Arts. His latest web creations include a popular on-line resource for CLAD/CTEL credentialing for California teachers (elib.stanford.edu) and WordSift, an on-line text and vocabulary visualization resource for teachers and students (www.wordsift.com).

Juliana Pare-Blagoev is the Assistant Director of SERP Institute. She has a long standing interest in effectively integrating educationally relevant research and educational practice. Before joining SERP, her primary research focus was on skill and language learning using a combination of brain and behavioral methodologies. This work was conducted with the explicit intent of hastening the translation of neuroimaging findings into results that are useful and testable in a classroom environment. Complementing her work at SERP, she is a founding Board Member of the International Mind Brain and Education Society whose mission it is to facilitate cross-cultural collaboration in all fields that are relevant to connecting mind, brain, and education in research, theory, and/or practice. Juliana received her doctorate from the Harvard Graduate School of Education.

Catherine Snow is the SERP's Director of Research in the SERP – Boston Field Site. As Patricia Albjerg Graham Professor at the Harvard Graduate School of Education, she carries out research on language and literacy development in monolingual and bilingual children. She chaired the committee that produced the National Research Council Report, "Preventing Reading Difficulties in Young Children" (1998), the RAND Reading Study Group that produced "Reading for Understanding: Toward an R&D Program in Reading Comprehension" (2002), and the National Research Council committee that produced *Assessing Young Children: What, When and Why*. She is a former president of the American Educational Research Association and a member of the National Academy of Education. Her research focuses on the social-interactive origins of language and literacy skills, the ways in which oral language skills relate to literacy learning, the literacy development of English-Language Learners, and implications of research on language and literacy development for teacher preparation.

U.S. Department of Education

John Easton is the director of the Institute of Education Sciences (IES), confirmed by the Senate on May 21, 2009, for a term of six years. IES is the research arm of the U.S. Department of Education. It encompasses the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, the National Center for Education Research, and the National Center for Special Education Research. Easton comes to IES from Chicago, where most recently he was executive director of the Consortium on Chicago School Research at the University of Chicago. Easton was affiliated with the consortium since its inception in 1990, and became its deputy director in 1997. He had a long association with the Chicago Public Schools (CPS), serving in several research capacities, including as the director of the Department of Research, Analysis, and Assessment. He also served as director of research for the Chicago Panel on School Policy, where he led a study on the effects of decentralization on CPS. Easton served a term (2003-07) on the National Assessment Governing Board, which sets policies for the National Assessment of Educational Progress (NAEP), also known as the "Nation's Report Card." In 2008, he was awarded a presidential citation from the American Educational Research Association for "research

leadership and evaluation studies focused on improving the nature and quality of education in a large urban city." Easton holds a Ph.D. in measurement, evaluation, and statistical analysis from the University of Chicago; a master's degree from Western Washington University; and a bachelor's degree from Hobart College. He is the author or coauthor of numerous reports and articles, and two books: *Charting Chicago School Reform: Democratic Localism as a Lever for Change* and *Organizing Schools for Improvement: Lessons from Chicago*, to be published by the University of Chicago Press in fall 2009.

Sharon Horn is Director of Evaluation and Dissemination at the Department of Education where she manages such activity related to innovative programs funded by the Office of Innovation and Improvement. These dissemination activities assist in implementing education reform and improvement at the state, local, and regional levels. Her prior responsibilities at the U.S. Department of Education have included being the director of the National Awards Program for Model Professional Development and monitoring grants that support the integration of technology into teaching and learning. She has also been the program officer for contracts with the Regional Education Laboratories, SERVE and WestEd. Prior to that, she was Director of Information Services at the Office of Educational Research and Improvement in the Department where she directed activities designed to provide education information to policymakers at the federal, state, and local levels, as well as to practitioners, parents, and the general public. She has also been the Associate Director of the National Institute of Education Program on Educational Policy and Organization, and she worked to redesign the Education Resource Information Center (ERIC) system to add the component, Access ERIC. In addition, she taught at Southwest Texas State University and the University of Texas at Tyler, and was a secondary school teacher of business, economics, and political science in Georgia and Texas. She has been a Legislative Fellow with the Labor and Human Resources Committee of the U.S. Senate. Ms. Horn has a Bachelor's degree in business/economics from the University of Georgia, a Master's in Education from Texas A & M University, and a Ph.D. in higher education/curriculum from the University of Texas at Austin.

Scott Pearson is the Associate Assistant Deputy Secretary of Education, where he serves as deputy in the Office of Innovation and Improvement. His portfolio includes issues of school choice and charter schools, innovation, and education for military families. Prior to joining the Department he was active in civic affairs in San Francisco, including co-founding and serving as board chair for Leadership Public Schools, a charter management organization serving low-income communities with college-preparatory high schools. Mr. Pearson has had a long career in business with America Online and Bain and Company, and served as a trade negotiator during the Clinton Administration. He is married to Diana Farrell and has two children.

Jefferson Pestronk works as a special assistant in the Office of Innovation and Improvement. He focuses on increasing the impact of innovation in the education sector and works on a range of projects, including re-thinking the research, development, and diffusion infrastructure in education. Prior to joining the Department, he worked at The Parthenon Group, a management consulting firm based in Boston, where he advised education and corporate clients on a range of business and strategic issues, including working with the New York City Department of Education and the Chicago Public Schools to develop detailed secondary school portfolio strategies.

Jim Shelton is the Assistant Deputy Secretary for Innovation and Improvement, managing a portfolio that includes most of the Department's competitive teacher quality, school choice and learning technology programs. Previously, he served as a program director for the education division of the Bill & Melinda Gates Foundation, managing the foundation's national programs and work in the northeast region. Immediately prior, Mr. Shelton was a partner and the East Coast lead for NewSchools Venture Fund. Before joining NewSchools, Mr. Shelton also co-founded LearnNow, a school management company that later was acquired by Edison Schools. He spent over four years as a senior management consultant with McKinsey & Company. During that time, he advised CEOs and other executives on issues related to corporate strategy, business development, organizational design, and operational effectiveness. Upon leaving McKinsey, he joined Knowledge Universe, Inc., where he launched, acquired, and operated education-related businesses. Mr. Shelton holds a bachelor's degree in computer science from Atlanta's Morehouse College, as well as master's degrees in business administration and education from Stanford University.