



Authors' Biographies

from *The State Role in School Turnaround: Emerging Best Practices*

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About the Center on School Turnaround

The national Center on School Turnaround focuses on providing technical assistance to, as well as building the capacity of, states to support districts and schools in turning around their lowest-performing schools. The Center is led by WestEd in partnership with the Academic Development Institute, the National Implementation Research Network, and the Darden/Curry Partnership for Leaders in Education at the University of Virginia.

Focus Areas

- Developing SEA Staff Capacity and SEA Organizational Structures
- Building District Capacity
- Creating Policies, Incentives, and Partnerships to Ensure a Pipeline of Turnaround Leaders
- Promoting Cooperative Labor-Management Relations
- Promoting the Use of Expanded Learning Time
- Creating Systems and Processes to Ensure a Pool of High-Quality Turnaround Partners
- Ensuring the Availability and Use of Data Systems at the SEA Level
- Supporting Schools and Districts in Establishing a Positive School Climate
- Monitoring and Evaluating School Turnaround Efforts
- Improving Capacity of School Boards to Support Turnarounds
- Engaging Families and Communities
- Building Political Will for Dramatic Change

Authors' Biographies

Daniel Aladjem has over ten years of experience leading large-scale, mixed-methods studies focused on school improvement, especially whole school reform and school turnaround. He directed the National Longitudinal Evaluation of Comprehensive School Reform, an Institute of Education Sciences-funded, large-scale study of the implementation and outcomes of comprehensive school reform. He currently leads an evaluation of the University of California Office of the President's college readiness and access partnership program. Aladjem earned his PhD in public policy/public administration from the University of Southern California and holds a BA in history and MA in education/secondary teaching from Stanford University. Aladjem began his career in education as a high school teacher.

Mandy Smoker Broaddus is the School Transformation Director for the Montana Office of Public Instruction. She is an enrolled member of the Fort Peck Assiniboine and Sioux tribes in north eastern Montana. Before coming to OPI in 2005, Mandy worked as a Principal and Dean of Students in her home community of Frazer, Montana, a rural K-12 school district with a 100% American Indian population.

C.C. Clark is a talent management consultant, working with organizations to consider their staffing and development needs over the long term and act with purpose to meet them. She has worked with corporations and nonprofits for many years and began focusing much of her work in education over the last several years. She has worked with school districts and education nonprofits across the country and is very humbled by the work being done by many educators. C.C.'s work is behind the scenes and designed to optimize the use of talent so that every child can have great learning opportunities. Specifically, she helps districts consider their talent needs and determine where to find candidates; conducts and trains others to conduct and analyze structured interviews; helps districts assess how to best deploy their principals; advises on the creation of new organizational structures; and maps out change strategies for rolling out new initiatives or organizational structures. C.C. holds a PhD in industrial and organizational psychology from Pennsylvania State University.

Justin C. Cohen is president of the Mass Insight Education School Turn-around Group (STG). Mass Insight Education works with state education agencies, school districts, and partner organizations to develop the organizational strategies and capacity necessary to turnaround our nation's lowest performing schools. Prior to launching the STG, Justin was director of the office of portfolio management and senior advisor to the Chancellor at the District of Columbia Public Schools (DCPS). While at DCPS, Justin led the district's work in creating long-term strategies for fostering quality, innovation, and growth in the schools portfolio. His office managed a diverse selection of school reform models, and upon his departure, almost half of the district's schools had adopted at least

one of those models. Before that, Justin was director of industry support and development for the National Alliance for Public Charter Schools and spent time at Edison Schools. Justin has served on the national boards of the Yale Alumni Fund and Students for Education Reform, and he is a trustee of the Cesar Chavez Public Charter Schools in Washington, DC. His writing on school turnaround has appeared in the *Stanford Social Innovation Review* and the *NationalJournal.com*. Justin has a BA in cognitive science from Yale.

Julie Corbett, President and Founder of Corbett Education Consulting LLC, specializes in school and district education reform and works with clients throughout the country. She works with school management organizations, school districts, state education agencies, and nonprofit organizations on a variety of turnaround-related projects. She is the author of several publications, is part of USED's Race to the Top Reform Support Network, is a member of the Center on School Turnaround's Scientific Council, and was a peer reviewer for USED's Race to the Top—District competition. Before founding her own company, Ms. Corbett was a Program Manager in Mass Insight Education's School Turnaround Group. Previously, she was a Research Assistant with The Rodel Foundation of Delaware and assisted with the Vision 2015 education reform. Ms. Corbett also completed one year of service with Americorps VISTA (Delaware Mentoring Council), where she led the creation of a Governor's Executive Order in support of state employee youth mentoring. Ms. Corbett is a Senior Fellow in the Institute for Educational Leadership's Global Education Policy Fellowship Program (IEL-GEPFP) and was a Fellow in Northeastern University's 2008 EPFP cohort. She has an MPA from the University of Delaware and a BA from Denison University.

Julie Duffield is a Senior Research Associate at WestEd. She works on federal and state school improvement projects as a member of the Comprehensive School Assistance Program. She manages SchoolsMovingUp, WestEd's award-winning school improvement initiative that helps schools and districts address the challenge of raising student achievement in low-performing schools. Duffield also collaborates with multiple stakeholders as part of the School Turnaround Learning Community and the Center on School Turnaround. One of her key roles is supporting educators in building and sharing their knowledge of implementation practices by convening both virtually and in person. Duffield brings over 30 years of experience both in and out of the classroom, including working with technology in education. Duffield has been an early adopter of using technology to support educator learning, engagement, and communities of practice. She has also worked on state and federal initiatives, such as WestEd's Distance Learning Resource, applying technology to support diverse learners. Duffield received a BA in psychology from the University of Queensland, Brisbane, Australia, a teaching diploma from Kedron College, Brisbane, Australia, and a technology in education certificate from the University of California, Santa Cruz.

Dr. Ken Futernick began his career as an elementary school teacher near Sacramento and received an MA and PhD from the University of California at Berkeley. Futernick is currently the director of WestEd's School Turnaround Center (not to be confused with the Center on School Turnaround), which provides direct assistance to schools and districts. The Center also shares knowledge and recommendations on school turnaround strategy and policy with state and federal policymakers. Prior to joining WestEd, Futernick chaired the department of teacher education and was a member of the faculty at California State University, Sacramento for 20 years. Futernick served as Director of the Center for Teacher Quality at California State University's Chancellor's Office where he conducted a study titled, *A Possible Dream: Retaining California Teachers So All Students Learn*. In 2012, Futernick co-authored a report titled, *Forward Together: Better Schools Through Labor-Management Collaboration* and is the lead author of a soon-to-be-released publication titled, *Labor Management Collaboration in Education—An Analysis of Research*. In 2010, he published an article in *Kappan* titled, *Incompetent Teachers of Dysfunctional Systems?* Futernick has testified on numerous occasions before California state assembly and senate committees on issues pertaining to teacher quality, teacher retention, and school reform. He presents frequently on these subjects to teachers, administrators, and education officials.

Sylvie Hale is Director of Special Projects for WestEd's Comprehensive School Assistance Program, overseeing the development of strategic planning processes with focus on incorporating innovative technology services. She combines deep knowledge of school and district improvement with experience in applying technology to complex educational issues. She is currently working on several projects that integrate online tools with school and district improvement activities. Previously with WestEd, Hale was Director of WestEd Interactive, managing web-based and multimedia technologies that provided clients with solutions to complex data and information management needs. Hale was an original developer of SchoolsMovingUp, an initiative that helps schools and districts address the immense challenge of raising student achievement in low-performing schools. Hale has also provided technical assistance to numerous struggling schools. These services included workshop series on data analysis, reform planning, and implementation. Hale has worked closely on school reform with federal, state, county, and district staff through consultations, collaborative projects, and planning activities. Prior to joining WestEd in 1988, Hale worked as a Mathematics Content Area Specialist at Dominican College Learning Center. She received an MA in international educational administrative policy analysis from Stanford University and a BA in international relations with an emphasis in cross-cultural communication.

Deborah Halliday is the Community Learning Partnerships Policy Advisor to the Montana State Superintendent. As a policy advisor to the State

Superintendent of the Montana Office of Public Instruction, her work includes launching Graduation Matters Montana, a unique public–private partnership that seeks to increase the number of Montana students who graduate from high school, and Montana Schools of Promise, which is working to dramatically improve the state’s most struggling schools. Ms. Halliday is a graduate of Columbia University’s School of International and Public Affairs’ Master’s program in Public Administration, where she focused on Social Welfare Policy, and she has over 20 years of experience working with local, state, and national organizations on social welfare policy initiatives.

Dr. Susan Hanes has extensive experience in public education, including information management services, assessment development, research, program evaluation, and high school mathematics teaching. Her experience includes 12 years in the Georgia Department of Education in assessment development, director of statistical services and electronic data collection for statewide systems, and program evaluation. She has worked in local school systems as the director of assessment, research and evaluation. She was the Director of Standards and Research for the Georgia Office of Education Accountability. She has conducted consulting services for the IES Longitudinal Data System Grants, technical assistance for the Performance Based Data Management Initiative (PBDMI), and consulting services and site visits with the Center for Education Leadership and Technology and CCSSO for the Decision Support Architecture Consortium. She is a consultant with the Building State Capacity and Productivity Center where she works with states on their statewide systems of support. She has served as a peer reviewer for the U.S. Department of Education for Accountability Reviews and State Assessment System reviews since 1999 and has been a member of Title I State Monitoring teams. She served as a reviewer for the U.S. Department of Education for the flexibility requests. She has worked on committees for the CCSSO and National Center for Education Statistics including Chair, Implementation Task Force—National Forum for Education Statistics, 1990–1991; Task Force on Confidentiality, National Center for Education Statistics— Member, 1994–95; and Chair, Education Information Advisory Committee for the Council of Chief State School Officers, 1994–1995.

Denise Juneau, State Superintendent of Public Instruction, began her second term as Superintendent on January 7, 2013. Under her tenure, test scores are up and dropout rates are down. Her initiative, Graduation Matters Montana, has schools and communities working together to implement locally developed plans to keep more students in school. Additionally, the state has raised standards in English and Math and is providing more opportunities for students to access higher education. Denise is the first American Indian woman to serve in a statewide elected office in the nation’s history. She graduated from Browning High School in Browning, Montana. She earned her Bachelor’s degree in English from Montana State University, her Masters of Education degree from the Harvard

Graduate School of Education, and her Juris Doctorate from the University of Montana.

Michael Kight is the senior project director for the Darden/Curry Partnership for Leaders in Education. Prior to joining the PLE, Michael served as the principal of a high-performing urban middle school in the city of Richmond, Virginia for seven years. Under his leadership, student test scores increased from the 50th percentile to the 93rd percentile in English, mathematics, science, and history. In 2009, Michael was awarded the R.E.B. Award for Distinguished Educational Leadership for Richmond City Schools. In 2011, he was one of only two principals in the City of Richmond who earned the Level II Principal of Distinction Endorsement from the Virginia Department of Education for improving student achievement, displaying effective instructional leadership, and creating a positive effect on school climate and culture in a Virginia public school. Michael received his BS in elementary and middle education from West Virginia University and his MEd in education administration and supervision from Virginia Commonwealth University.

Robert Linqunti is Project Director for English Learner Evaluation & Accountability Support and Senior Researcher at WestEd's California Comprehensive Center. He helps states and school districts review and strengthen their assessment, evaluation, and accountability policies, practices, and systems for English learners (ELs). He recently co-authored a study to define and measure EL linguistic and academic progress as part of the U.S. Department of Education's national Title III evaluation and is coauthoring guidance for the Council of Chief State School Officers (CCSSO) to assist states in federally funded assessment consortia to move toward a common definition of English learner. He has published and presented widely on evaluating EL education policies, EL assessment and reclassification, and improving accountability and equity for ELs. Linqunti currently serves on the Smarter Balanced Assessment Consortium EL Advisory Committee, the CCSSO ELL Assessment Advisory Committee, the Texas State Assessment Technical Advisory Committee; Stanford University's Understanding Language Initiative, and the national Working Group on ELL Policy. He regularly advises the U.S. Department of Education, U.S. Congressional staff, and CCSSO on assessment and accountability policy and practices related to ELs. Linqunti has also taught as invited faculty at the Aspen Institute and Stanford University.

Sally Partridge serves as the Associate Commissioner for Accreditation and School Improvement at the Texas Education Agency. Her current focus is on providing tools and resources to assist districts in supporting school turnaround initiatives, and promoting the continued development of a quality charter community in Texas. Her experience includes facilitating the development of the Texas Accountability Intervention system to emphasize the vital role of the district in the continuous improvement process, developing interventions to meet state

and federal improvement statutes, and integrating monitoring and compliance requirements into a cohesive approach to improving student learning. Specialized areas of focus include the development of a statewide Educator Pipeline, the launch of a District Turnaround Leadership Initiative, and the implementation of the Charter School Technical Assistance Network.

Carole L. Perlman, a consultant to the Academic Development Institute, has participated in ADI's work with the NCLB Center on Innovation & Improvement, the Building State Capacity and Productivity Center, and the Illinois Center for School Improvement. She served as School Improvement Coordinator for the Chicago Public Schools from 2003 to 2006. Prior to that, she directed student assessment programs for the Chicago Public Schools for 20 years. A past president of the National Association of Test Directors, and past board member of the National Council on Measurement in Education (NCME), Dr. Perlman also served on the Center for Research on Evaluation, Standards, and Student Testing (CRESST) National Advisory Board and represented NCME for two terms on the Joint Committee on Testing Practices. She has served on numerous state and federal advisory panels, including the NAEP Reading Framework Steering Committee, the first NAEP Mathematics Standard-Setting Panel, the Education Information Advisory Committee's Assessment Task Force, and the Voluntary National Test Technical Advisory Committee. She co-edited the *Handbook on Effective Implementation of School Improvement Grants* and co-wrote the *Toolkit for Implementing the School Improvement Grant: Transformation Model*. Dr. Perlman has been a frequent presenter at professional conferences and is the recipient of the American Educational Research Association (AERA) Division D Research Report Award, AERA Division H Outstanding Publication Award, National Association of Test Directors Career Award for Outstanding Contributions to Educational Assessment, and the UIC College of Education's Distinguished Alumna Award. She holds a BS in Mathematics with honors from the University of Illinois at Chicago, an MS in Statistics from the University of Illinois at Urbana-Champaign and a PhD in Public Policy Analysis from the University of Illinois at Chicago.

Daniel Player (PhD, Economics, University of Washington) is a research assistant professor at the Curry School of Education and is affiliated with the Darden/Curry Partnership for Leaders in Education at the University of Virginia. His research focuses on district readiness to support school turnaround, school leader career paths, and the distribution of teacher quality. Prior to joining UVA, Dr. Player was a Senior Researcher at Mathematica Policy Research where he worked on several large-scale evaluations of education interventions for the U.S. Department of Education, including a study of teacher preparation programs, a study of teachers from highly selective routes to alternative certification, an evaluation of the Teacher Incentive Fund, and an evaluation of Teacher Residency Programs. Dr. Player publishes in peer-reviewed journals such as *Economics of*

Education Review, Education Finance and Policy, and the Journal of Policy Analysis and Management.

Eileen Reed specializes in large-scale improvement and school turnaround initiatives. Her areas of expertise include technical assistance for multidistrict and regional school turnaround initiatives, district readiness assessment for change, district site visits related to district support for campus turnaround, and select professional development. Dr. Reed's recent consulting experience includes a FL DOE Race to the Top Grant to develop a statewide cadre of turnaround leaders as well as continued work with the acclaimed University of Virginia's School Turnaround Specialist Program. Dr. Reed served as the Deputy Executive Director of Texas Initiatives at Education Service Center (ESC) Region 13. In this role she directed statewide projects administered in collaboration with the Texas Education Agency. Primary projects included assistance to districts in meeting the accountability requirements of state and federal programs, developing the capacity of the system of ESCs to support low-performing schools, high school redesign programs, and initiatives focused on supporting the state's efforts to graduate all students career and college ready. Specialized areas of focus included the design, implementation, and oversight of the state intervention and support system for schools in improvement under NCLB and the establishment of a state turnaround center to support the state's efforts to improve the performance of schools and districts in improvement under the state accountability system.

Sam Redding is the executive director of Academic Development Institute, associate director of the Center on School Turnaround, senior learning specialist for the Center on Innovations in Learning, and a consultant to the Building State Capacity and Productivity (BSCP) Center. A former high school teacher and college dean, Dr. Redding has published in the areas of statewide systems of support, school improvement, change leadership, innovations in education, and family and community engagement.

Lauren Morando Rhim is president of LMR Consulting, an education policy, research, and evaluation consulting firm dedicated to leveraging research to inform practice in K-12 education. She consults with state departments of education, school districts, and nonprofits committed to creating high-quality public schools for all students and is affiliated with the Academic Development Institute and a strategic partner of the Center on School Turnaround. Rhim is the Vice Chairperson of her school board in Norwich, Vermont and the Chairperson of the Ledyard Charter School in Lebanon, New Hampshire.

William Robinson is the Interim Executive Director of the University of Virginia Darden/Curry Partnership for Leaders in Education (PLE) where he is responsible for strategic direction, thought leadership, program delivery, business development, program results, and financial performance. In previous roles, Robinson led redesign and implementation of PLE's external support to

districts, served as primary consultant to 20 districts leading turnaround efforts, and oversaw PLE's financial strategy. Robinson is a graduate of Harvard Business School and earned his BA in Economics from Princeton University. Prior to joining the Darden/Curry Partnership, he completed consulting work for various education organizations including the DC Public Education Fund, the Center for Better Schools, and Stand for Children. Robinson began his career at McMaster-Carr Supply Company, where he helped manage its supply chain operations in Atlanta.

Alison Segal is a project coordinator at the Mass Insight Education School Turnaround Group (STG), where she supports the State Development Network, Mass Insight Education communications and strategy, and research projects. Prior to joining the STG, Alison worked as a preschool teacher outside of Boston, MA, and worked at Rhode Island Kids Count and the Rhode Island State House Legislative Research Council, focusing on education policy. In graduate school, she collaborated with other Master's students to create a business plan to spur social and entrepreneurial development in Appalachian Kentucky, examined the feasibility of introducing Social Impact Bonds in Rhode Island, and worked as a Graduate Research Assistant to Dr. Kenneth Wong. Alison has a BA in Human Development & Family Studies from UConn and a Master of Public Policy from Brown University.

Pam Sheley is the vice president of business and client services for the Academic Development Institute. For the past four years, she has been the liaison to the Bureau of Indian Education (BIE) for services provided through the federal Center system as well as the online Indistar application (called Native Star for the BIE). She was the project manager for the Principal Leadership Academy. Pam earned her BS in Psychology and her MA in English.

Kelly Stuart is the Director of Dissemination for Developmental Studies Center (DSC), a nonprofit organization based in Oakland, California. Stuart facilitates the national efforts to bring DSC's in-school and afterschool programs to over 100,000 students annually. From 2010 to 2013, Stuart worked as a Senior Research Associate at WestEd. Stuart led dissemination efforts for Doing What Works (DWW) and led the School Turnaround Learning Community (STLC). Sponsored by the U.S. Department of Education, the STLC is an online community for states, districts, and schools involved in turnaround efforts. She facilitated and supported state-level peer-to-peer meetings that enabled state departments overseeing School Improvement Grants to share promising practices and coordinate planning activities to better support their districts. Before working at Developmental Studies Center and WestEd, Stuart was the Director of Special Programs and Area Manager at the Success for All Foundation, overseeing program implementation in over 120 schools in California and Hawaii. Stuart began her career as an elementary school teacher. Stuart received a BS from the University of the State of New York at Albany; an MA, EdD, and administrative credential

from San Francisco State University; and a teaching credential from Simpson College.

Janet S. Twyman, PhD, BCBA, is a noted proponent of effective instructional practices. She is committed to evidence-based instruction and has a strong record in the transfer of instructional technology and developing web-based programs for wide-scale distribution. A career educator, she has been a preschool and elementary school teacher, a principal and administrator, and university professor. She has worked directly with typically developing students, preschoolers with intellectual disabilities, young adolescents with emotional and behavioral problems, and learners with autism spectrum disorders. As Vice President of Instructional Development, Implementation, and Research at Headsprout, she led the design, development, and dissemination of the company's highly regarded online educational programs and oversaw program implementation in over 1,000 public and private schools. Dr. Twyman has served on the boards of numerous organizations including the Cambridge Center for Behavioral Studies (where she chaired the Education Group) and PEER International (assisting township schools in Port Elizabeth, South Africa). In 2007–2008 she served as President of the Association for Behavior Analysis International. As Associate Professor of Pediatrics at the University of Massachusetts Medical School, she focuses her time on evidence-based innovations in education and the systems that support them to produce meaningful differences in learners' lives. Dr. Twyman also recently became the Director of Innovation & Technology for the U.S. Dept. of Education's national Center on Innovations in Learning.

Dr. Adam Urbanski is the president of Rochester (NY) Teachers Association and a vice-president of the American Federation of Teachers. A native of Poland, he immigrated to the United States in 1960 at the age of 14. He earned his PhD in American Social History from the University of Rochester. A former high school teacher and college professor, Dr. Urbanski is an active proponent of change in education. In Rochester, he proposed and designed an internship program for new teachers; a peer review intervention plan; a career ladder; and a homework hotline service for students. Dr. Urbanski is the founding director of the Teacher Union Reform Network (TURN) aimed at creating a new vision of teachers' unions that supports needed changes in education. Dr. Urbanski has appeared on several nationally broadcast television programs, including the NBC Today Show, ABC News World Report, CBS Newswatch, and PBS MacNeil-Lehrer News Hour. His most recent publication, *Improving Student Learning Through Collective Bargaining*, appeared in the May/June issue of the *Harvard Education Letter*.

Herb Walberg is Distinguished Visiting Fellow at the Hoover Institution, Stanford University. He formerly taught at Harvard University and is Emeritus University Scholar and Professor of Education and Psychology at the University of Illinois at Chicago. He was awarded a PhD from the University of Chicago, where he is a member of the Fellows Society. He has written or edited more than

55 books and written about 300 articles on such topics as educational effectiveness and exceptional human accomplishments. Among his recent books are the *International Encyclopedia of Educational Evaluation*; *Narrowing the Achievement Gap: Strategies for Educating Latino, Black, and Asian Students* (with Susan Paik); and *Testing Student Learning—Evaluating Teaching Effectiveness and School Accountability* (both with Williamson M. Evers).

Dennis Woodruff is founder and president of ClearView Consulting Company, focused on bringing excellent talent management practice to public education. Dennis's expertise is in leadership assessment and organizational development. ClearView Consulting has assessed hundreds of school administrators in the last three years, in over 15 states. Before starting ClearView Consulting in 2010, Dennis worked for Hay Group for 17 years as a managing consultant in Leadership Development and Talent Management. At Hay Group, Dennis led consulting engagements with several high profile clients, including CNH Global, IBM, Novelis, and BAE Systems. Dennis received his MA in Organizational Psychology from the Massachusetts School of Professional Psychology.