The National Academies of
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Teacher Workforce Workshop Bios

Session 1: Seizing this moment: re-imagining teaching, learning, schooling, and the teacher workforce

Gloria Ladson-Billings is the former Kellner Family Distinguished Professor of Urban Education in the Department of Curriculum and Instruction and faculty affiliate in the Department of Educational Policy Studies at the University of Wisconsin, Madison. She was the 2005-2006 president of the American Educational Research Association (AERA). Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education. She is the author of the critically acclaimed books *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and numerous journal articles and book chapters. She is the former editor of the American Educational Research Journal and a member of several editorial boards. Her work has won numerous scholarly awards including the H.I. Romnes Faculty Fellowship, the NAEd/Spencer Postdoctoral Fellowship, and the Palmer O. Johnson outstanding research award. During the 2003-2004 academic year, she was a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University. In fall of 2004, she received the George and Louise Spindler Award from the Council on Anthropology and Education for significant and ongoing contributions to the field of educational anthropology. She holds honorary degrees from Umeå University (Umeå Sweden), University of Massachusetts-Lowell, the University of Alicante (Alicante, Spain), the Erickson Institute (Chicago), and Morgan State University (Baltimore). She is a 2018 recipient of the AERA Distinguished Research Award, and she was elected to the American Academy of Arts & Sciences in 2018.

Session 2: Being a teacher: the experience of the last year

Matthew Kraft is an associate professor of Education and Economics at Brown University. His research and teaching interests include the economics of education, education policy analysis, and applied quantitative methods for causal inference. His primary work focuses on efforts to improve educator and organizational effectiveness in K–12 urban public schools. He has published on topics including teacher coaching, teacher professional growth, teacher evaluation, teacher-parent communication, teacher layoffs, social and emotional skills, school working conditions, and extended learning time. Previously, he taught 8th grade English in Oakland USD and 9th grade humanities at Berkeley High School in California. He holds a doctorate in Quantitative Policy Analysis in Education from the Harvard Graduate School of Education as well as a master's in International Comparative Education and a B.A. in International Relations from Stanford University.

Lora Bartlett is an associate professor of Education at University of California, Santa Cruz. Her research interests include teachers' professional commitment and conceptions of teachers' role. She studies schools as workplaces for teachers and the conditions of teachers' work. She earned a

B.A. in English literature and a M.Ed. in curriculum and instruction from the University of Massachusetts, Amherst, and a Ph.D. in education from the University of California, Berkeley.

Travis J. Bristol is an assistant professor at the University of California, Berkeley's Graduate School of Education. Before joining Berkeley's faculty, he was a Peter Paul Assistant Professor at Boston University. Dr. Bristol's research is situated at the intersection of educational policy and teacher education. Using qualitative methods, he explores three related research strands: (1) the role of educational policies in shaping teacher workplace experiences and retention; (2) district and school-based professional learning communities; (3) the role of race and gender in educational settings. Dr. Bristol's research has appeared in peer-reviewed journals including Urban Education, the American Educational Research Journal, the Journal of Teacher Education, Teachers College Record, and Harvard Educational Review. He is currently co-editing (with Conra Gist) The Handbook of Research on Teachers of Color, which will be published by the American Educational Research Association (AERA). The National Academy of Education/Spencer Foundation, Ford Foundation, and AERA awarded Dr. Bristol dissertation fellowships in 2013. In 2016, he received the inaugural teacher diversity research award from the American Association of Colleges for Teacher Education. In 2019, Dr. Bristol received a Ford Foundation Postdoctoral Fellowship and an emerging scholar award from the Comparative and International Education Society, African Diaspora SIG. In 2020, he received a National Academy of Education/Spencer Postdoctoral Fellowship. More recently, in 2021, Dr. Bristol received the Early Career Award from AERA (Division-K). He is on the Board of Directors of Teach Plus; the National Center for Teacher Residencies; the Albert Shanker Institute; and the East Bay School for Boys. He is a former student and teacher in New York City public schools and teacher educator with the Boston Teacher Residency program. Dr. Bristol received his A.B. from Amherst College; an M.A. from Stanford University; and a Ph.D. from Teachers College, Columbia University.

Jena Nelson teaches eighth-grade composition and academic enhancement at Deer Creek Middle School in Edmond, Oklahoma, and is the 2020 Oklahoma Teacher of the Year. Nelson holds a Bachelor of Arts from Northwestern State University in Natchitoches, Louisiana (NSULA). A 15-year educator and a longtime advocate for career-based curriculum, Nelson has helped her students earn over $4 million in scholarships and incorporates career readiness in her classes. She was selected twice to direct at the prestigious Edinburgh Fringe Festival in Scotland and was chosen to present at the International Music Festival in Campina Grande Brazil. This year she was selected by Congresswoman Kendra Horn to attend the State of the Union Address in Washington, DC. She serves as a member of the Oklahoma governor's workforce council, Teacher Table initiative, Oklahoma ELA standards committee, superintendent's teacher advisory committee, educator quality and diversity advisory committee, NSULA teacher education advisory committee, Deer Creek inclusivity committee, and ICAP (individual career and academic planning) teacher representative. She has presented at the University of Central Oklahoma's "Honoring a Noble Profession" event, the Juneteenth webcast celebration, EngageOK in the Cloud, Impact Tulsa, University of Oklahoma's Jeannine Rainbolt College of Education intern program, K20 Center's career expo, OAEA, Oklahoma University music student teaching seminar, OEA summer conference, NSU/College of Education internship seminar, and the Oklahoma Institute for Child Advocacy. Nelson is a proud recipient of the Chickasaw Nation/Oklahoman Newspapers in Education Award and the OKC Thunder Teacher

of the Game. Nelson is thrilled to start her education revolution of morale and to advocate for the profession she loves.

Alexis Miller is a third-grade teacher at Southridge Elementary in Lewisville, Texas. She has been teaching at Southridge for over six years and was named Teacher of the Year for her school in 2020. Her teaching philosophy supports the mission to create an optimal and high energy learning environment through engagement and real-life application. As a proud graduate of Lewisville Independent School District (LISD), she has firsthand exposure to receiving an education of rigor, relevance, and full of respectful and diverse relationships. Her familiarity and understanding of the LISD community supports her mission to pay it forward. Mrs. Miller has earned a Bachelor of Arts in psychology from the University of North Texas and a Master of Health Administration degree from the University of North Texas Health Science Center. She also holds valid state teaching certifications in Early Childhood-6th Grade, Special Education, and ESL.

Session 3: The teacher workforce

Dan Goldhaber is the director of the Center for Education Data & Research and a professor in the School of Social Work at the University of Washington. He is also the director of the National Center for Analysis of Longitudinal Data in Education Research (CALDER) and a vice-president at American Institutes of Research (AIR). Dan previously served as an elected member of the Alexandria City School Board from 1997-2002, as an Associate Editor of Economics of Education Review and an editor of Education Finance and Policy. Dan's work focuses on issues of educational productivity and reform at the K-12 level, the broad array of human capital policies that influence the composition, distribution, and quality of teachers in the workforce, and connections between students' K-12 experiences and postsecondary outcomes. Topics of published work in this area include studies of the stability of value-added measures of teachers, the effects of teacher qualifications and quality on student achievement, and the impact of teacher pay structure and licensure on the teacher labor market. Previous work has covered topics such as the relative efficiency of public and private schools, and the effects of accountability systems and market competition on K-12 schooling. Dan's research has been regularly published in leading peer-reviewed economic and education journals such as: American Economic Review, Review of Economics and Statistics, Journal of Human Resources, Journal of Policy and Management, Journal of Urban Economics, Economics of Education Review, Education Finance and Policy, Industrial and Labor Relations Review, and Educational Evaluation and Policy Analysis. The findings from these articles have been covered in more widely accessible media outlets such as National Public Radio, the New York Times, the Washington Post, USA Today, and Education Week. Dan holds degrees from the University of Vermont (BA, Economics) and Cornell University (MS and PhD, Labor Economics).

Mary Vixie Sandy serves as the executive director of the California Commission on Teacher Credentialing, the nation's oldest independent standards board for educators. As a policy leader with more than 25 years' experience working in higher education and government, she currently oversees public policy related to educator preparation and licensing and directs an agency that awards over 250,000 credential documents per year and accredits more than 250 colleges, universities and local education agencies offering educator preparation programs. Previously, Dr. Vixie Sandy served as the Executive Director of the UC Davis School of Education CRESS

Center, as an Associate Director of Teacher Education and Public School Programs with the California State University Chancellor's Office, and as a policy analyst for the California Department of Education and the California Postsecondary Education Commission. Dr. Vixie Sandy holds a Doctorate in Education from UC Berkeley, a Master's Degree in Education from UC Davis, and a Bachelor's degree in Philosophy from Sonoma State University. Her professional focus is on building the capacity of teachers, leaders, public schools and communities to meet the needs of California's diverse student body.

Keffrelyn D. Brown (Ph.D., University of Wisconsin-Madison) is a professor and Distinguished University Teaching Professor of Cultural Studies in Education in the Department of Curriculum and Instruction. She holds a faculty appointment in the Department of African and African Diaspora Studies, the John L. Warfield Center for African and African American Studies and the Center for Women and Gender Studies. Her research and teaching focuses on the sociocultural knowledge of race in teaching and curriculum, critical multicultural teacher education and the educational discourses and intellectual thought related to African Americans and their educational experiences in the U.S. Keffrelyn has published over 40 books, journal articles, book chapters and other educational texts. She serves on the editorial boards for several well-recognized peer-reviewed journals including Teachers College Record, Race, Ethnicity and Education, Teaching and Teacher Education and Urban Education. Her most recent book, After the "At-Risk" Label: Reorienting Risk in Educational Policy and Practice was published by Teachers College Press. Keffrelyn has received recognition for both her research and teaching. In 2017 she received the Division K Mid-career Award from the American Educational Research Association (AERA). In 2013 she was awarded the Kappa Delta Pi/Division K Early Career Research Award from AERA. She is also the recipient of numerous fellowships, including the Ford Foundation Dissertation Fellowship and the Wisconsin-Spencer Foundation Research Training Grant. In 2012 she received the Regent's Outstanding Teaching award, the highest teaching honor given for excellence in undergraduate teaching across the University of Texas system. She was inducted in the Provost's Teaching Fellows program at UT-Austin in 2017 and in its Academy of Distinguished Teaching in 2019.

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education Emeritus at Stanford University and founding president of the Learning Policy Institute, created to provide high-quality research for policies that enable equitable and empowering education for each and every child. She is past president of the American Educational Research Association and author of more than 30 books and 600 other publications on educational quality and equity, including the award-winning book: *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. In 2006, she was named one of the nation's ten most influential people affecting educational policy. She led the Obama education policy transition team in 2008 and the Biden education transition team in 2020. She was appointed President of the California State Board of Education in 2019.

Session 4: The role of preservice teacher education in recruiting and preparing new teachers

Suzanne M. Wilson is a Neag Endowed Professor of Teacher Education at the University of Connecticut where she currently serves as a professor in the Department of Curriculum and Instruction. She was a University Distinguished Professor in the Department of Teacher

Education at Michigan State University, where she served on the faculty for 26 years. Wilson also served as the first director of the Teacher Assessment Project (PI, Lee Shulman), which developed prototype assessments for the National Board for Professional Teaching Standards. Dr. Wilson is a committed teacher, having taught undergraduate, MA, and doctoral classes in educational policy, teacher learning, and research methods. She has directed 28 dissertations, and served as a committee member on another 35. She is currently co-PI on Learning science as inquiry with the Urban Advantage: Formal-informal collaborations to increase science literacy and student learning, a collaboration with Urban Advantage, a professional development program offered throughout NYC in which she is investigating what teachers learn from opportunities to engage in secondary science research. Wilson serves on multiple editorial and advisory boards; she is also a member of the National Research Council's Board on Science Education and the National Academy of Education. Her undergraduate degree is in history and American Studies from Brown University; she also has a M.S. in Statistics and a Ph.D. in Psychological Studies in Education from Stanford University.

Lynn M. Gangone is president and CEO of the American Association of Colleges for Teacher Education. Previously, she was vice president at the American Council on Education, dean of Colorado Women's College, University of Denver, and vice president at Centenary University. She is writes and speaks on leadership development, particularly the inclusion of those underrepresented in the academy, strategic planning, and change management. She has served on many national non-profit boards.

Thomas M. Philip is a professor and faculty director of Teacher Education at the University of California, Berkeley. Philip's research focuses on how teachers make sense of power and hierarchy in classrooms, schools, and society. He is interested in how teachers act on their sense of agency as they navigate and ultimately transform classrooms and institutions toward more equitable, just, and democratic practices and outcomes. His most recent scholarship explores the possibilities and tensions that emerge with the use of artificial intelligence and digital learning technologies in the classroom, particularly discourses about the promises of these tools with respect to the significance or dispensability of teacher pedagogy.

Session 5: Supporting practicing teachers: Professional development and workplace supports

Hilda Borko is the Charles E. Ducommun Professor of Education in the Stanford Graduate School of Education. Dr. Borko's research explores teacher cognition and instructional practices, the process of learning to teach, the impact of teacher professional development programs on teachers and students, and educational Research-Practice Partnerships. Her current projects include partnerships with local school districts to improve teaching and professional development in mathematics and science, with a focus on ensuring robust learning opportunities for all students. She is also leading an international study of mathematics teacher collaboration for the International Commission on Mathematics Instruction. Her publications include articles in Journal of Mathematical Behavior, ZDM Mathematics Education, Journal of Research in Science Teaching, Educational Researcher, American Educational Research Journal and other journals and edited volumes.

Ellen Ebert is the director of Science Education in the Learning and Teaching Program at the Office of the Superintendent of Public Instruction in Olympia, Washington. She is Past President of the Council of State Science Supervisors. Ellen holds two bachelor's degrees in Biology and German literature, a master's degree in Educational Technology, and a PhD in Science Education. Her doctoral focus was on the relevance of science education to high school science students. Ellen has been honored to receive several awards including the Presidential Award for Excellence in Science Education and the Valerie Logan Leadership in Science Education Award. She is currently focused on implementing the Next Generation Science Standards across Washington State.

Guthrie Fleischman is completing his 18th year as an educator, all of which has been spent in the West Contra Costa Unified School District. His years as a classroom teacher were all at Kennedy High School in south Richmond, CA. He completed the Principal Leadership Institute at the Graduate School of Education at UC Berkeley in 2010 where he received an M.A. in Education and Administrative Services Credential. He has now been an administrator for 11 years, the last 6 of which have been as principal at Juan Crespi Middle School. He is a first year doctoral candidate in the 1st cohort of the UC Berkeley GSE's LEAD Program. As principal at JCMS, he has introduced a restorative approach to student discipline and educator concerns, greatly reducing the number of suspensions and improving both student and staff climate and culture. Guthrie and the JCMS community are in the process of changing the name of the school to remove their association with the California mission system and better reflect the community they serve. He attended 4 different public school districts during his K-12 education and graduated from UC Davis with a B.A. in History and a minor in African and African American Studies. Above all he seeks to dismantle oppressive systems within public education while making his mother and elders proud, loving and supporting his wife, and being the best father he can be to his 3 young children.

Marcy Garza Davis has worked in education for more for than 20 years and has spent 13 of those years as a school administrator. She is currently the principal at John F. Kennedy Elementary School in West Oso Independent School District in Corpus Christi, Texas. Under her leadership, JFK Elementary is implementing science, technology, engineering, and math curriculum. She is the recipient of Texas A&M University's annual literacy award, which recognizes outstanding work serving students, teachers, and community. Garza Davis earned her B.A. and M.S. at Texas A&M University, Corpus Christi.

Session 6: Policy and leadership responses and initiatives

Stephen Pruitt is president of the Southern Regional Education Board and former commissioner of education in Kentucky. In addition, he served as a senior vice president of science at Achieve, Inc from 2010 to 2015. During this time he led the development of the Next Generation Science Standards, Achieve's international benchmarking and analysis work, and other content-driven research and development as well as state technical assistance. Dr. Pruitt began his career as a high school chemistry teacher in Georgia, where he taught for 12 years. In 2003, he joined the Georgia Department of Education (GaDOE) as the program manager for science, served in that role for four years before becoming director of academic standards, in 2008 he became the associate superintendent of Assessment and Accountability and in April 2009 became chief of

staff to state school superintendent, coordinating the work of the agency and a variety of projects such as Georgia's third-ranked Race to the Top application. Dr. Pruitt held a number of positions including chief of staff to the commissioner of education at Georgia Department of Education. Dr. Pruitt earned a bachelor's degree in chemistry from North Georgia College and State University, a master's in science education from the University of West Georgia, and a doctorate of philosophy in chemistry education from Auburn University.

Marla Ucelli-Kashyap is assistant to the President for Educational Issues at the 1.6 million member American Federation of Teachers, where she leads a team of professionals working on key areas of policy, practice, technical assistance and professional development aimed at helping teachers and their unions improve education quality and their profession. Previously, Ucelli-Kashyap was Director of District Redesign and Leadership at the Annenberg Institute for School Reform at Brown University. She oversaw the Institute's technical assistance, knowledge building and tool development efforts in support of "smart systems"—school districts and communities redesigning themselves to get results and equity for all students. During the 1990s, Ucelli-Kashyap was a senior program officer at the Rockefeller Foundation, where she was responsible for the Foundation's efforts to improve the education and development of school children in poor urban communities. Ucelli-Kashyap was Special Assistant for Education to New Jersey Governor Thomas H. Kean, serving as the Governor's senior advisor on state policy issues in elementary, secondary, and higher education, as well as on national education activities. Prior to that, Ucelli-Kashyap was Special Assistant to then President of the Carnegie Foundation for the Advancement of Teaching, Ernest L. Boyer. Ucelli-Kashyap has also been an independent consultant in education policy, a political press secretary, and a reporter. She is a Phi Beta Kappa graduate of New York University and holds an M.P.A. from Rutgers. From 2009-2013, Ucelli-Kashyap chaired of the board of Editorial Projects in Education, Inc. (publisher of Education Week). Ucelli-Kashyap was also a founding co-chair of Grantmakers for Education, a professional development and service organization for private and corporate foundations.

Maria E. Hyler serves as the Director of the Learning Policy Institute (LPI)'s Washington, DC office. She directs the Educator Preparation Laboratory (EdPrepLab) in partnership with Bank Street Graduate School of Education. EdPrepLab is a center on teacher and leader preparation for deeper learning and equity working to transform educator preparation through the alignment of research, practice, and policy. Prior to taking her position at LPI, Hyler served as an Assistant Professor of Teacher Preparation and Professional Development in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland, College Park. She began her career teaching 10th and 11th graders in Belmont, CA where she achieved National Board Certification in Adolescent Young Adult English Language Arts in 2000.   That same year she left her classroom to pursue her doctoral studies. Hyler received a Ph.D. in Curriculum and Instruction from Stanford University, an M.Ed. with a teaching credential from Harvard Graduate School of Education, and a dual degree in English and Africana Studies from Wellesley College.