

Education Policy Series Forum 2
Closing the Achievement Gap: What Works?

March 23, 2006

**University of Illinois at Springfield
Studio Theatre**

**Presented by
Office of Education Liaison, City of Springfield
UIS Center for State Policy and Leadership**

Program Schedule

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| 8:30 – 9:00 a.m. | Registration & Coffee |
| 9:00 – 9:05 a.m. | Welcome, Chancellor Richard Ringeisen |
| 9:05 – 9:10 a.m. | Keynote Introduction
Sheila Stocks-Smith, Education Liaison for the
Mayor’s Office |
| 9:10 – 9:30 a.m. | Keynote: “Closing Gaps: An Optimistic View”
Sam Redding, Ed.D., Director, Center on
Innovation and Improvement |
| 9:30 – 9:35 a.m. | Panelist Introductions
Sheila Stocks-Smith |
| 9:35 – 9:50 a.m. | Albert Bennett, Ph.D., Harold Washington
Professor of Sociology and Education, Roosevelt
University |
| 9:50 – 10:05 a.m. | Dianne Ashby, Ph.D., Vice President for University
Advancement and former Dean, College of
Education, Illinois State University |
| 10:05 – 10:15 a.m. | Break |
| 10:15 – 10:30 a.m. | James Rosborg, Ed.D., Program Coordinator for
External Graduate Programs, McKendree College,
and former Superintendent, Belleville Public School
District |
| 10:30 – 10:45 a.m. | Pamela Randall, Ed.D., Deputy Chief Officer for
High Schools, Chicago Public Schools |
| 10:45 – 11:30 a.m. | Audience Questions |
| 11:30 a.m. | Thank you and Adjourn, Sheila Stocks-Smith |

EDUCATION POLICY SERIES FORUM 2
Closing the Achievement Gap: What Works?

SPEAKERS' BIOS

Sam Redding
Center on Innovation and Improvement

Sam Redding is the Executive Director of the Academic Development Institute and Director of the national Center on Innovation and Improvement. He holds a doctorate in educational administration from Illinois State University and is a graduate of Harvard's Institute for Educational Management. He holds a master's degree in psychology from Illinois State University and a master's degree in English from the University of Illinois. He taught at the high school level in special education and social studies before teaching psychology and education at the college level. He served as the vice president and dean of Lincoln College until becoming the executive director of the Academic Development Institute in 1984. He has consulted with schools and districts throughout the country.

In addition to his work with ADI, Dr. Redding has been a senior research associate of the Laboratory for Student Success at Temple University since 1995. He is the executive editor of the *School Community Journal*. He has edited three books on home-school relations and published more than 40 articles and book chapters on school improvement. In 1994, Illinois State University awarded him the Ben Hubbard Leadership Award for his service to public education. He was similarly honored by the Illinois State Board of Education in 1990.

Dr. Redding has served as a consultant to many education projects ranging from the formation of a regional alternative school to the creation of a state parent involvement center. He has consulted with districts and schools on school improvement and student learning and has been a primary consultant for two comprehensive school reform models.

He has served on the boards of nine non-profit and civic organizations. He was an organizing board member of the Effective Schools Institute and the National Superintendency Institute. He is a member of the state leadership team for the PBIS Network and also a member of the state standards writing committee for the Illinois State Board of Education.

Albert L. Bennett
Roosevelt University

Albert Bennett is currently Director of the St. Clair Drake Center for African and African-American Studies and the Harold Washington Professor of Education and Public Policy at Roosevelt University in Chicago. Professor Bennett has a joint appointment in the College of Education and the College of Arts and Sciences.

Dr. Bennett has also served as the Dean of the Evelyn T. Stone University College of Roosevelt University. Prior to coming to Roosevelt, he was a Senior Staff Associate at the Chicago Community Trust with responsibility for the administration of the Trust's education grant-making program. He awarded grants totaling \$5 million annually to elementary, secondary and higher education institutions to improve public education in Chicago. Before joining the Trust, he was the director of School Evaluation in the Department of Research and Evaluation for the Chicago Public Schools.

He has also been an Assistant Professor at Roosevelt University's College of Education where he also held the position of Assistant and Associate Director in the College of Education's Research and Development Center. He was Director of the Testing Center, Director of the Reading/Writing Lab, and an adult education instructor at Malcolm X College. Dr. Bennett began his academic career as an intermediate grade school teacher in the Chicago Public Schools. He received his Ph.D. in Administration, Institutional and Policy Analysis from the University of Chicago.

Dr. Bennett serves on a number of boards including the Abraham Lincoln Centre, El Valor, The Golden Apple Foundation, and the Parkways Foundation. He served as a member of the Academic Accountability Council (AAC) of the Chicago Board of Education from its formation in 1995 until 2001. The AAC, created as result of the 1995 legislation that gave control of Chicago's public schools to the mayor, is responsible for ensuring the continuous improvement of all of the approximately 550 public schools in Chicago. Bennett is also director of the Consortium on Chicago School Research (CCSR).

He has been a consultant to the North Central Regional Education Laboratory, the Chicago Public Schools, the Rockford Public Schools, the Office of Educational Research at the Department of Education in Washington, D.C., the state of Georgia's Higher Education Commission, the Albert Robin Foundation, City Colleges of Chicago, Texas Instruments, the Metropolitan Correctional Center, the National Institute of Education, the American Federation of Teachers and a number of foundations and corporations. Dr. Bennett's research interests are education policy and the politics of educational reform. He is especially interested in improving the ways that principals and school superintendents are prepared.

Dianne Ashby
Illinois State University

Dianne Ashby's career has been dedicated to improving the condition of public education for children and the professionals who work on their behalf. Dr. Ashby began her career as a teacher in Springfield and Jacksonville. Her interest in educational leadership and policy took her to positions with the Illinois Department of Corrections, the Illinois State Board of Education, and to Illinois State University.

She is an Illinois native, educated by Illinois private and public institutions of higher education. She earned a B.S. in Speech and Theatre Arts from MacMurray College, her master's in educational administration from the University of Illinois at Springfield (then Sangamon State University) and her doctorate from Southern Illinois University. She has served Illinois education as a public school teacher, a school administrator for the Illinois Department of Corrections, a staff member for the Illinois State Board of Education, a school principal, researcher, faculty member, and higher education administrator.

At Illinois State University since 1991, Dr. Ashby has served as grant administrator, principal of University High School, faculty member, department chair, Dean of the College of Education, and in her present position as Vice President for University Advancement. Dr. Ashby's scholarship and leadership have focused on school improvement, specifically issues of leadership and state and national policy. She has been invited to serve on a number of national task forces and commissions, including a work group that established national standards for leadership preparation. She continues to be actively engaged with concerns of public education, co-chairing with Higher Education Board member Dea Meyer a commission on school leadership.

Dr. Ashby recently co-authored the book, *Leaders Who Dare: Pushing the Boundaries* (with Linda Lyman and Jenny Tripses) published in 2005 by Rowman & Littlefield Education.

James Rosborg McKendree College

Jim Rosborg is Program Coordinator for External Graduate Programs at McKendree College and instructor of graduate classes in Education. In 2005, Rosborg retired after eleven years as superintendent of the 3,750-student Belleville Public School District #118, Belleville, Illinois. He consistently focused on building a climate of collaboration to benefit all students.

Under Dr. Rosborg's leadership, Belleville #118 had some of the highest district scores in the State of Illinois. In addition, District #118 schools received Golden Spike Awards, State and National Blue Ribbon Schools Awards, and most recently, Northern Illinois University's Spotlight Awards for academic achievement. Dr. Rosborg credits his staff and the support of the Belleville District #118 Board of Education, parents, and community members for the success of the students in the District.

Collaboration between Dr. Rosborg and key stakeholders also led the District to receive the national AFT-Saturn/UAW Collaboration Award in 1999. He is a past recipient of the Illinois Master Teacher Award, the Illinois State Board of Education "Those Who Excel" Award, the Illinois State Board of Education "Break the Mold" Award, the Boy Scouts of America's Russell C. Hill Award for outstanding contribution to character education, and the 2004 Illinois Superintendent of the Year Award.

He co-authored a textbook with Max McGee and Jim Burgett entitled, *What Every Superintendent and Principal Needs to Know*. He has published articles on dealing with children with AIDS in the classroom and the need to adjust the 2002 No Child Left Behind Act for successful implementation. He is the Illinois Association of School Administrators' representative on the State Test Task Force concerning the No Child Left Behind Act and served on the Illinois Association of School Administrators Board of Directors.

Dr. Rosborg received his undergraduate degree from Southern Illinois University at Carbondale, a master's degree from Southern Illinois University at Edwardsville, and completed his Doctorate at Southern Illinois University at Edwardsville in 1994. Rosborg taught math, history, and served as a counselor and coach for 13 years at Belle Valley District #119, and served 20 years as an administrator in Belleville District #118.

Pamela R. Randall
Chicago Public Schools

Pamela Randall is Deputy Chief Officer, Office of High School Programs for the Chicago Public Schools. She oversees the district's Virtual High Schools, Global Classrooms, Close-up Washington, Citywide Academic Competitions, Smaller Learning Communities, Day-to-Day Operations, Special Initiatives, Suave Awards, and Mayor's Book Club.

Dr. Randall served as the Interim Superintendent for the St. Louis Public Schools. In this role, she oversaw the largest school district in the state of Missouri. Previously, she served as the Deputy Superintendent, with direct responsibility over the district's Recruitment and Counseling, Research, Assessment and Evaluation, Student Accounting, Record Center-Archives, Student Records and MSIP divisions. Dr. Randall also served as the Executive Director of Secondary Education for the St. Louis Public Schools. In this role, she supervised 13 high school principals and the instructional program for 10,000 secondary school students. She served as Principal of Metro Academic and Classical High School in St. Louis. Under her leadership, Metro High School had the highest academic ranking in the state of Missouri.

Dr. Randall has been appointed to the National Association of Secondary School Principals' Urban Task Force. The task force will address critical issues regarding urban school districts and the challenges that face them. She has served on the contract negotiation team for St. Louis Public School teachers and was elected President of the American Federation of School Administrators local administrators association of the St. Louis Public Schools Local 44. She was a weekly contributor to the early morning education segment on local television news channel KSDK.

Dr. Randall is a graduate of the Broad Academy for Urban Superintendents. The Broad Superintendents Academy is a rigorous 10-month executive management program designed to prepare CEOs and senior executives from business, non-profit, military, government and education backgrounds to lead urban public school systems.

Dr. Randall began her career in education as a high school dance teacher in University City, Missouri. She holds an Ed.D. in Education Administration from St. Louis University and a Master of Science Degree in Education Administration from Southern Illinois University at Edwardsville. She completed her bachelor's degree in Fine Arts at the University of Illinois at Urbana-Champaign, where she was an honors graduate.

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The Center on Innovation and Improvement helps regional centers in their work with states to provide teachers and parents with the opportunity, information, and skills to make wise decisions on behalf of students.

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The Center's Goal is to provide information, tools, and training to the regional comprehensive centers so they can help states improve student learning by:

- assisting districts and schools in their improvement;
- implementing and supporting the choice provisions of NCLB;
- increasing the number and quality of charter schools; and
- ensuring equitable participation of private school students and teachers in federal programs for which they are eligible.

The **Academic Development Institute** and its partners—**Temple University Center for Research in Human Development and Education** and **Little Planet Learning**—operate the Center on Innovation and Improvement with an experienced staff, a Scientific Council with distinguished scholars, and technical advisors with specific expertise.

Innovation is an idea, invention, or way of doing business that is a departure from the norm. Innovation in education is the constant search for the best way for each student to learn. Options for parents create incentives for schools to innovate and to show results. The opportunity to make choices for their children makes parents full partners in education. The Center on Innovation and Improvement identifies and encourages successful innovations engendered by parental options, including charter schools, parental choice of schools, magnet schools, schools within a school, and supplemental educational services.

Improvement: While research has cataloged the practices found in successful schools, we have less understanding of what it takes to move a mediocre school toward excellence. Yet that is the central task of school improvement. The Center on Innovation and Improvement studies the process of improvement, including its motivating factors, its necessary competencies, and its systemic components. The Center turns findings into practical recommendations for state policies, programs, and practices that move schools forward.

Resources

Web Resources On:

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Office of Education Liaison, City of Springfield**

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