



Capitol Hill Briefing
The Principal Factor in School Improvement: *Implications for Federal Policy*
10 to 11 a.m., Wednesday, March 30, 216 Hart Senate Office Building

SPEAKER BIOGRAPHIES

Alexandra Anormaliza

Alexandra Anormaliza is the executive director of the Office of Achievement Resources in the New York City Department of Education (DOE), leading the rollout of the common core state standards for networks and schools across the city. She started her career in the DOE as a teacher at Murry Bergtraum High School in 1992. After nine years in the classroom, Anormaliza joined Community School District 6 as executive assistant to the superintendent. Her professional background, coupled with her own experience as an immigrant and learner of English, led Anormaliza to develop a strong interest in opening a school that would serve the educational needs of immigrant students. In 2003, she joined the first cohort of the New York City Leadership Academy and interned at Bronx International High School. Anormaliza served as the founding principal of The International High School @ Prospect Heights in Brooklyn from September 2004 until February 2010, when she joined the Office of Achievement Resources as deputy executive director. She is a graduate of New York City public schools and the City University of New York.

Michael Copland

Michael A. Copland is chair and associate professor of Educational Leadership and Policy Studies in the College of Education at the University of Washington (UW). Copland has extensive experience with the preparation and professional development of prospective and practicing school and district leaders. Prior to his current duties, he was the director of the Prospective Principals Program at Stanford University. His research interests include issues related to the preparation and professional development of school and district leaders, learning-focused leadership in school and district reform, transformation of comprehensive high schools, and distributed leadership in the context of whole school reform. His recent publications include *Connecting Leadership with Learning*, an ASCD book written with UW colleague Michael S. Knapp, as well as pieces in *Phi Delta Kappan*, *Journal of School Leadership*, *Educational Evaluation and Policy Analysis*, and *Educational Administration Quarterly*. Copland received a doctorate from Stanford University.

Linda Darling-Hammond

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education at Stanford University where she has founded and oversees the School Redesign Network, which has taken a national leadership role in school and district reform, leadership development, and the support of powerful and equitable curriculum and assessment. Darling-Hammond's research and policy work have focused on school reform, teaching quality, and educational equity at the federal, state, and local levels. Beginning with her work as senior social scientist and director of the RAND Corporation's education policy program, and extending through appointments at Columbia's Teachers College and Stanford, she has conducted research on a wide range of policy issues affecting teaching and schooling while advising policymakers at all levels of government. Darling-Hammond served as executive director of the National Commission on Teaching and America's Future, chaired by Governor James B. Hunt, a blue-ribbon panel whose 1996 report, *What Matters Most: Teaching for America's Future*, led to sweeping policy changes affecting teaching and schooling. Darling-Hammond received her bachelor's degree from Yale University and her doctorate in urban education from Temple University.

M. Christine DeVita

M. Christine DeVita is president of The Wallace Foundation, an independent national foundation committed to supporting and sharing effective ideas and practices that expand opportunities for learning and enrichment for children. Since 2000, the foundation has invested \$300 million in a nationwide effort to strengthen school leadership. It has worked with 24 states, many more districts, and leading researchers, to test, evaluate and share lessons on how to improve training and support for school leaders, sharing lessons in more than 75 publications available without charge on its website at www.wallacefoundation.org. Wallace also works to: improve the quality of and access to out-of-school time programs; provide disadvantaged students with more time for learning during the summer and through an expanded school day; and expand arts learning opportunities for children both in and outside of school. DeVita, who speaks regularly on strengthening learning and enrichment opportunities for children, is chair of the Board of Directors of The Foundation Center and a member of the visiting committee of Harvard Graduate School of Education. DeVita earned her bachelor's degree *magna cum laude* from Queens College of the City University of New York and her law degree *cum laude* from Fordham University School of Law.

Paul Pastorek

Paul Pastorek was appointed Louisiana's state superintendent of education in March 2007 by the State Board of Elementary and Secondary Education (BESE). In January 2008, BESE re-appointed him to that position. Pastorek served on the State Board of Elementary and Secondary Education from 1996-2004, including the last three years as president. For the last 20 years, Pastorek has worked to improve public education in Louisiana. He started as a passionate volunteer in a New Orleans inner city junior high school. His experiences led him to study education issues, and he began working through the New Orleans Chamber of Commerce to push for improvements. In February 2002, President George W. Bush appointed Pastorek to serve as general counsel to NASA. He served as both the chief legal official for the agency and as a trusted advisor to then-NASA administrator Sean O'Keefe. In 2004, Pastorek formed Next Horizon, a nonprofit organization that serves as a statewide think tank to connect Louisiana's leadership – education, government,

business and community – as a force supporting school improvement. He received a law degree from Loyola University School of Law.