



The Alliance for Excellent Education and MDRC  
Present a Webinar

## **Transforming the High School Experience: Lessons from the New York Small Schools Initiative**

October 15, 2010 ♦ 2:00 pm – 3:30 pm EST

### **Speaker Biographies**

#### **Gordon Berlin**

*President, MDRC*

Gordon Berlin is president of MDRC, a leading research, demonstration, and evaluation organization dedicated to reliably learning what works in education and social policy to improve the lives of low-income people. In addition to the study of small high schools in New York City, MDRC has conducted evaluations of prominent high school reform models, including Career Academies and Talent Development; studied interventions in elementary and middle schools, including Reading First; and developed groundbreaking demonstrations and evaluations in both preschool settings and community colleges.

Before joining MDRC in 1990, Mr. Berlin was executive deputy administrator for Management, Budget, and Policy at the New York City Human Resources Administration. He also served as a program officer and deputy director of the Ford Foundation's urban poverty program, where his portfolio included school-based and community-based initiatives designed to improve educational outcomes of disadvantaged young people. Earlier, he was a program analyst and project officer in the U.S. Department of Labor's Employment and Training Administration. He founded, and for seven years served as, the executive director of the Social Research and Demonstration Corporation, a Canadian nonprofit formed at the request of the Canadian government to test innovative employment-focused programs. Mr. Berlin has authored and coauthored numerous publications on education and social policy issues.

#### **Michele Cahill**

*Vice President, National Programs, and Program Director, Urban Education, Carnegie Corporation of New York*

Michele Cahill is vice president for national programs and director of urban education at Carnegie Corporation of New York, where she leads the Corporation's strategy to expand educational opportunity through systemic change across K–12 and higher education to increase rates of graduation and degree completion by urban and low-income students, and to support expanded pathways to citizenship, civil participation, and civic integration for immigrants and disconnected youth. Recently, Michele served as the co-chair of the Carnegie-Institute for Advanced Study Commission on Mathematics and Science Education, managing the development of its report, *The Opportunity Equation: Transforming Mathematics and Science Education for the Global Economy and Citizenship*.

Prior to rejoining Carnegie Corporation in 2007, Ms. Cahill served as senior counselor to the chancellor for education policy in the New York City Department of Education under Chancellor Joel Klein. From its inception in 2002, she was a member of the Children First senior leadership team that oversaw and

implemented the full-scale reorganization and reform of the New York City public schools, focusing specifically on district redesign, secondary education reform including new school development and the pioneering multiple pathways to graduation initiative, targeting accelerated learning, and graduation by overage and disconnected youth. The secondary education reforms resulted in a more than 20 percent increase in the graduation rate—the largest in decades.

Ms. Cahill has more than thirty years experience in education reform, including a decade as the cofounder of the public policy program, a nationally recognized innovative college degree program for non-traditional students at Saint Peter’s College. She began her work in education as a community organizer with out-of-school youth in Jersey City, New Jersey, developing alternative education programs and links to college enrollment.

Ms. Cahill has a BA in urban affairs from Saint Peter’s College, an MA in urban affairs from the University of Wisconsin–Milwaukee, and pursued doctoral studies in social policy and planning at Columbia University where she was a Revson Fellow.

### **Deborah Delisle**

*Superintendent of Public Instruction, Ohio Department of Education*

In October 2008, the Ohio State Board of Education selected Deborah Delisle as the state’s thirty-fifth superintendent of public instruction. Prior to this role, Ms. Delisle was superintendent of the Cleveland Heights-University Heights School District. She brings more than thirty-five years of experience to the position of state superintendent, including roles as district superintendent, principal, curriculum director, classroom teacher, and college instructor in education.

Ms. Delisle’s background blends real-world educational experience with strong leadership and management skills. Innovation and twenty-first-century creativity mark her career, as *eSchool News* named her a 2008 Tech-Savvy Superintendent. Ms. Delisle is active in the Council of Chief State School Officers (CCSSO) and was selected by her fellow state school chiefs to serve on CCSSO’s board of directors. She was also selected by the CCSSO executive director to serve on national committees for the reauthorization of ESEA, the Next Generation of Learners, and Early Childhood Education. Additionally, she serves on the executive board of the National Council for Accreditation of Teacher Education (NCATE) and was appointed by Governor Strickland to serve on the Education Commission of the States (ECS).

### **Robert O. Glascock**

*Executive Director, Maryland Breakthrough Center, Maryland State Department of Education*

Robert Glascock currently leads organizational and instructional alignment at the Maryland State Department of Education (MSDE) to advance student learning in low-achieving schools in Maryland. As executive director of the Breakthrough Center, Maryland’s statewide system of support, he coordinates the streamlining and differentiation of services to more effectively and efficiently support districts and schools. Prior to joining MSDE in 2008, Mr. Glascock was assistant superintendent of curriculum, instruction, and technology in the Howard County Public School System for eight years—50,000 students and 72 schools); he has thirty-four total years experience as an educator and district administrator in Maryland.

Mr. Glascock’s leadership style is guided by the following principles: Children come first, always. Invest in people. When challenges arise, engage and listen. Excel in the present but plan for the future. Communicate the “why”; people may not always agree with the decision, but they are more likely to accept it if they understand it.

**Bob Wise**

*President, Alliance for Excellent Education*

Bob Wise is president of the Alliance for Excellent Education and former governor of West Virginia. He is author of the book *Raising the Grade: How High School Reform Can Save Our Youth and Our Nation* and chair of the National Board for Professional Teaching Standards. Since joining the Alliance in February 2005, Governor Wise has become a sought-after speaker and advisor on education issues. He has advised the U.S. Department of Education, White House Transition Team, and frequently testifies before the U.S. Congress.

As governor of West Virginia from 2001 to 2005, he fought for and signed legislation to fund the PROMISE Scholarship program and created the Governor's Helpline for Safer Schools. During his administration, West Virginia saw a significant increase in the number of students completing high school and entering college. From 1983 to 2001, Governor Wise served in the U.S. House of Representatives representing the 2nd district of West Virginia, where he aggressively worked to preserve federal financial aid for students to attend college.

Governor Wise serves on the board of directors of the Public Education Network and C-Change. He is an advisory committee member for several organizations including, the Springboard Project, Campaign for Educational Equity, Editorial Projects in Education, the National High School Center, the Bay Area Coalition for Equitable Schools, and the Moffitt Cancer Center. Governor Wise earned a BA degree from Duke University and a JD degree from Tulane University School of Law.