



Opportunities for Teachers,
Results for Urban Students

What Do Teachers Really Think About Assessment?

Monday, February 9, 2015

10am – noon

G-11 Dirksen Senate Office Building

Panelists

Clare Berke, English Teacher, Benjamin Banneker Academic High School, Washington, DC



Clare Berke teaches 9th grade English and AP Language & Composition at Banneker, where she also sponsors the Journalism and Amnesty International clubs. Clare is a member of the District's Common Core Reading Corps and has served as a Core Leader for the Teach Plus Cutting to the Core Professional Learning Series. She is a current fellow with the DC cohort of Leading Educators and has previously taught 10th grade English and served as the lead literacy teacher at Coolidge High School. Clare became a teacher after years of listening to her uncle's tales of teaching science in the Denver Public Schools. She graduated from St. Olaf College with a BA in English and received her MEd in secondary education from George Washington University.

Dwight Davis, Assistant Principal, Wheatley Education Campus, Washington DC



Dwight Davis is currently an assistant principal at Wheatley Education Campus in Northeast DC and is an alumni of the Teach Plus Teaching Policy Fellowship. He was previously a fifth grade ELA/Social Studies teacher and last year was rated as highly-effective under DC's IMPACT evaluation system. He is a member of the Washington Teachers Union and served as a building representative for two years. Dwight also served on an advisory committee for contract negotiations with the WTU president.. He recently completed the CityBridge/New Schools Venture Fund Education Innovation Fellowship in which he learned about best practices in blended learning. In 2014, he met with President Obama, Secretary of Education Arne Duncan with three other teachers to discuss how to best ensure every child gets access to an outstanding teacher. Dwight holds both a Masters of Divinity and Masters of Arts in Education

from Princeton Theological Seminary.

Alexandra Fuentes, Teach Plus Teacher-in-Residence and Biology Teacher, TC Williams High School, Alexandria, VA



Alexandra Fuentes is a Teacher-in-Residence with Teach Plus and a full-time high school biology teacher in Alexandria, VA. As a Teacher-in-Residence, Alex facilitates the Teaching Policy Fellows Alumni National Policy Advisory Committee, where she supports alumni's continued involvement in education policy and the media. She is a Knowles Science Teaching Senior Fellow and was a teacher panelist at the 2013 NBC Education Nation Teacher Town Hall. She helped develop a mentoring program with the Smithsonian National Museum of Natural History for advanced students at the DC charter school where she started her teaching career. She holds a BS in

biology and economics from the University of Pittsburgh and an EdM from the Harvard Graduate School of Education.

Raquel Maya Carson, 2nd grade Dual Language Teacher, Powell Elementary School, Washington, D.C.

As a bilingual educator, Raquel is passionate about empowering her students to become bi-literate by cultivating their native and second languages. At Powell, she also serves as a Family Engagement Teacher Lead. Raquel is on the Executive Board for Young Education Professionals-DC and has recently completed a fellowship with the Data Quality Campaign. Raquel entered the classroom after working in education communications for federal and national organizations including National Center for Education Statistics (NCES) and Lumina Foundation. She holds a BA in sociology from George Washington University and a Masters of Arts in teaching

from Johns Hopkins University.

Micah Miner, Social Studies Teacher and Department Chair, Nancy B. Jefferson Alternative School, Chicago, IL

Micah Miner is the social studies department chair at Nancy B. Jefferson Alternative School in Cook County Temporary Juvenile Detention Center. He focuses on providing his students with an issue-driven, media-rich curriculum that combines skills and content that is relevant, engaging and flexible enough to accommodate the diverse needs and challenges of incarcerated youth. Micah has been a Chicago Public Schools (CPS) teacher since 2006. He is compelled to work with at-risk and risk students who are marginalized and advocates for their educational needs.

Micah has been an adjunct professor, served on two school design teams, and is currently a member of the 2014 Chicago Public Education Fund's Educator Advisory Council among other network and CPS initiatives. He believes that our society should be committed to a quality 21st century education that is accessible to all students without exception. Micah holds a BA from Moody Bible Institute, an MA in Teaching, MEd in Educational Leadership, EdS in Educational Technology, and is currently a doctoral student in Curriculum and Social Inquiry at National Louis University.

Ashley Smith, 4th Grade Teacher, Lakeland Elementary/Middle School, Baltimore, MD

Ashley Smith joined Baltimore City Public Schools in 2010 and currently teaches 4th grade at Lakeland Elementary/Middle School. Prior to this position, she was a 2nd grade resident teacher at Commodore John Rodgers Elementary/Middle School. Ashley entered teaching after joining the Urban Teacher Center, an alternative certification program based out of Baltimore, Maryland. In addition to working as a classroom teacher, she facilitates professional development for her district, coaching new teachers, teaching graduate classes, and hosting interns throughout the school year. Ashley graduated with a BFA from Florida State University and an MEd from Lesley University.



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Dr. Celine Coggins, Teach Plus Founder and CEO



Celine Coggins founded Teach Plus in 2009 to create leadership and growth paths for excellent teachers and help stem their attrition from high-needs schools. Celine started her career as a classroom teacher in Worcester, Massachusetts. She went on to become a special assistant to the Massachusetts Commissioner of Education, working on a set of initiatives to improve the quality of the state's teaching force. Upon completing her PhD at Stanford University, Celine returned to her home state to work at Cambridge's Rennie Center for Education Research and Policy, an education-focused think tank. She originally launched Teach Plus as a subsidiary of the Center. A nationally-recognized expert on teacher leadership, education policy standards and accountability, and union politics, Celine has addressed audiences at the Philanthropy Roundtable, the Askwith Forum at the Harvard Graduate School of Education, and on NBC's Education Nation. She is the author of more than two dozen reports and journal articles and the editor of three books. Celine appears regularly in the media and has been interviewed by The New York Times, The Wall Street Journal, and The Atlantic, among many others. She is the author of more than two dozen reports and journal articles and editor of three books. The New Teacher Project recently named Celine one of their favorite thinkers of 2013. She earned a BA in psychology from the College of Holy Cross, an MA in educational research and measurement from Boston College, and a Ph.D in education policy analysis from Stanford University.

Alice Johnson Cain, Teach Plus Vice President for Federal and State Policy



Alice Johnson Cain charts the policy and advocacy agenda for Teach Plus, working closely with Teach Plus teachers to ensure that their advocacy yields tangible victories for students. Alice previously spent six years as Congressman George Miller's chief advisor for K-12 policy. During that time, she helped develop and secure passage of Race to the Top, the Investing in Innovation Fund (i3), and the RENEWAAL Act to assist Gulf Coast schools after Hurricane Katrina. She led efforts to try to enact the Teacher Excellence for All Children (TEACH) Act and the 2006 effort to reauthorize the Elementary and Secondary Education Act (ESEA). Alice served on the education committee that advised then-Senator Obama's 2008 presidential campaign, spent five years working for Senator Paul Simon on the U.S. Senate's HELP Committee, and served in the Clinton Administration for five years. Alice was selected for policy fellowship that sent her to New Zealand for a year where she researched and wrote a report published by Fulbright New Zealand that included education policy recommendations later adopted by the New Zealand government. Her interest in education policy grew out of her experience teaching GED classes for low-income and homeless adults for several years in Washington, DC. Alice earned a BA with honors in political science from Gettysburg College, and was set to complete an MA in policy management from Georgetown University when she was recruited by Representative Miller's office. She serves on the boards of the MarylandCAN and Anchors-a-Wee Preschool in Annapolis, MD.