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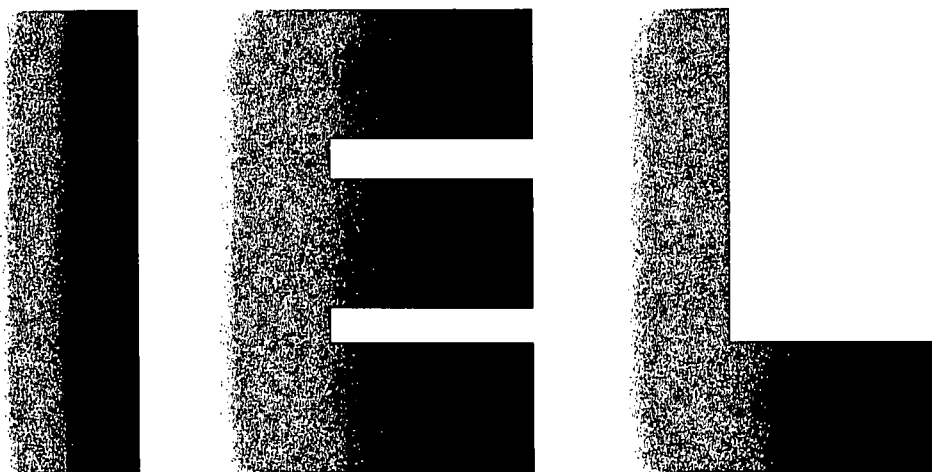
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Institute for Educational Leadership

3

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About IEL

The Institute for Educational Leadership (IEL) — a nonprofit, nonpartisan organization based in Washington, D.C. — helps institutions and individuals work together across boundaries to take actions that improve the educational, social and personal development of children and youth. IEL's work focuses on issues such as preparing and supporting diverse leaders; strengthening school-family-community relationships; connecting and improving the policy, program and practice systems that support children and youth; and increasing community decisionmaking capacity. In these areas, IEL provides technical assistance, hosts conferences and workshops, and conducts and publishes research.

Project Staff

Michael Usdan, Project Director

Barbara McCloud, Project Associate Director

Mary Podmostko, Project Associate

Larry Cuban, Senior Project Consultant,
Stanford University



For more information, contact:
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WHO WILL LEAD OUR SCHOOLS?

SCHOOL LEADERSHIP FOR THE 21ST CENTURY INITIATIVE

Stronger Leaders, Stronger Schools



Strengthening educational leadership must become a national priority if we're serious about making higher standards a reality for the 53 million children who depend on us.

Leaders for Change

Public education faces a severe leadership crisis. Over the next decade, we will need to hire some 2.2 million new teachers. About half of all principals are nearing retirement, and more than half of all superintendents are over 50 years old. Furthermore, qualified, interested candidates for these positions are scarce due to fierce competition from other sectors, as well as changing job expectations.

The nation is demanding that our schools meet higher standards than ever before. But how can they succeed if we do not have strong professionals to lead the way?

IEL's School Leadership for the 21st Century Initiative is raising awareness about this critical issue in unique ways. Our approach is **multisector**, engaging partners from government and business as well as education. It is **comprehensive**, encompassing leadership issues at the teacher, principal, district and state levels. And it is **action-oriented**, designed to spark action among the increasingly diverse participants in the school improvement process.

Effective leaders make a difference. Strengthening educational leadership is essential if we are to make the promise of high achievement for all students a reality.

Our Priorities

The Initiative's goals are to:

HELP policymakers and opinion leaders better understand the magnitude of the educational leadership challenges

SHARE information about promising policies and practices

CONNECT the multiple leadership projects underway — so that communities and states can benefit from each other's work

PROMPT discussion and action at the state, regional and local levels

We are talking to education, business, government and community members. We are examining the research, identifying priorities and suggesting actions. We are pinpointing issues that warrant further debate and exploration. We are disseminating our work widely. We are doing what we can to ensure that others build on this work throughout the decentralized and fragmented educational governance system. Our approach throughout this process is collaborative, reflecting IEL's 35-year legacy of leadership as a catalyst, convener and connector.

Your Role

It is not our intent for the task force reports and other tools produced by the initiative to sit and gather dust. We urge you to use them to inspire and support multisector regional meetings and activities that carry this work forward and lead to results. For more information, please contact Initiative staff at 202-822-8405.

Much of the work is being done by four task forces, each with a diverse cross-section of members representing government, education, business and other leadership organizations.

Task Force on Teacher Leadership

Buzz Bartlett, Director of Corporate Affairs, Lockheed Martin Corporation, Bethesda, MD

Joan Celestino, Communication Skills Teacher, Mineral Springs Middle School, Winston-Salem, NC

Linda Darling-Hammond, Charles E. Ducommun Professor of Teaching & Teacher Education, Stanford University, Stanford, CA

Mary Hatwood Futrell, Co-Chair, Dean, Graduate School of Education & Human Development, The George Washington University, Washington, DC

Claudia Geocaris, Assistant Principal for Teaching & Learning, Hinsdale South High School, Darien, IL

Doug Hartman, History Teacher/Administrative Intern, Highlands Ranch (CO) High School

Kathy Havens, Staff Assistant, State Farm Mutual Automobile Insurance Company, Bloomington, IL

Eduardo Holguin, Fifth-Grade Teacher, Booker T. Washington Elementary School, Las Cruces, NM

Jim Kelly, Co-Chair, Founding President, National Board for Professional Teaching Standards, Grosse Point Farms, MI

Deborah McGriff, President, Edison Teacher Colleges, New York, NY

Phil Metcalf, Career and Technical Coordinator, Wawasee Area Career and Technical Cooperative, North Webster, IN

Keith Nomura, Principal, Lincoln Middle School, Alameda, CA

Rebecca Pringle, Science Teacher, Susquehanna Township Middle School, Harrisburg, PA

Task Force on Principal Leadership

Doris Alvarez, Principal, The Preuss School, UCSD, La Jolla, CA

Richard Barbacane, Principal, Buehrle Alternative School, Lancaster, PA

David Domenici, Director, Maya Angelou Public Charter School, Washington, DC

Karen Dyer, Education Sector Manager, Center for Creative Leadership, Greensboro, NC

Bobbie Eddins, Executive Director, Texas Principals Leadership Initiative, Austin, TX

Libia Gil, Superintendent of Schools, Chula Vista School District, Chula Vista, CA

Joseph Murphy, Co-Chair, President, Ohio Principals Leadership Academy, The Ohio State Univ., Columbus, OH

Jane Norwood, Vice Chair, North Carolina State Board of Education, Charlotte, NC

Paul Schwarz, Co-Chair, Former Principal in Residence, U.S. Department of Education, Washington, DC

Task Force on District Leadership

Gina Burkhardt, Executive Director, North Central Regional Educational Laboratory, Oak Brook, IL

Bonnie Copeland, President, Fund for Educational Excellence, Baltimore, MD

Cynthia Guyer, Executive Director, Portland Public Schools Foundation, Portland, OR

Clifford Janey, Superintendent of Schools, Rochester (NY) City School District

Dale Kalkofen, Vice President for District Services, New American Schools, Arlington, VA

Dannel Malloy, Mayor, Stamford, CT

Gary Mielcarek, Public Affairs Manager, United Parcel Service Airlines, Louisville, KY

Becky Montgomery, Co-Chair, Chair, St. Paul (MN) Public Schools Board of Education

Rod Paige, Co-Chair, Superintendent of Schools, Houston (TX) Independent School District

James Shelton, President, LearnNow Inc., New York, NY

Marla Ucelli, Director of District Redesign, Annenberg Institute for School Reform, New York, NY

Edward Lee Vargas, Superintendent of Schools, Ysleta Independent School District, El Paso, TX

James Woolfolk, President, Saginaw (MI) Board of Education

Task Force on State Leadership

Gene Bottoms, Senior Vice President, Southern Regional Education Board, Atlanta, GA

Ron Cowell, Co-Chair, President, The Education Policy and Leadership Center, Harrisburg, PA

Tom Davis, Vice President, Missouri State Board of Education, Kansas City, MO

Rosie Doughty, Assistant Director for Comprehensive School Improvement, Ohio Department of Education, Columbus, OH

Scott Jenkins, Education Policy Coordinator, State Government Affairs Division, Lansing, MI

Charles Kolb, President, Committee for Economic Development, Washington, DC

Larry Leak, Assistant State Superintendent, Division of Certification & Accreditation, Maryland State Department of Education, Baltimore, MD

Jack MacDonald, Co-Chair, Senior Advisor, Council of Chief State School Officers, Washington, DC

Cynthia Nava, Chair, Education Committee, New Mexico State Senate, Anthony, NM

Jo Ann Pottorff, Representative, 83rd District, Kansas House of Representatives, Wichita, KS

Ted Sanders, President, Education Commission of the States, Denver, CO

Work Plan

The Initiative is undertaking an ambitious plan of work. Throughout fall 2000, our task forces will produce and release interim reports on teacher, principal, district and state leadership in education. In early 2001, we will release an interim report on the special challenges and issues of urban school leadership, authored by Larry Cuban of Stanford University. Soon after, we will publish a final report synthesizing the earlier reports on teacher, principal, district, state and urban leadership. By summer 2001, we will round out these reports with a collection of case studies on innovations in urban education leadership. These pieces will lay the groundwork for outreach, discussion and activity nationwide — in 2001 and beyond.

This schedule lays out our plans — and while we may tinker with the dates, we are committed to providing as soon as possible regular, timely products and tools to address the leadership crisis in education.

Our Partners

The spirit of the Initiative has been uniquely inclusive from its inception. Many national education, business and government organizations have nominated task force members and participated in our planning. This includes groups representing superintendents, principals, teachers, governors, legislators, mayors, school boards, community leaders and parents ... groups on all sides of the political and pedagogical spectrums ... and groups whose ongoing involvement will be essential as this project moves forward.

The two-year project is being funded by the U.S. Department of Education's Office of Educational Research and Improvement, the Ford Foundation, the UPS Foundation, Metropolitan Life Foundation, and the Carnegie Corporation of New York.

WINTER–SPRING 2000

Organizing, outreach, research

SPRING–SUMMER 2000

Meetings of task forces targeting issues of leadership among teachers, principals, school districts and states

SUMMER 2000

Launch Initiative Web Site

FALL 2000–WINTER 2001

Task forces and others draft findings and recommendations. Interim reports to be released:

- **September:** Principal Leadership
- **October:** District Leadership
- **November:** Teacher Leadership
- **January:** State Leadership
- **January:** Urban School Leadership

MARCH 2001

Final Report on School Leadership for the 21st Century, incorporating all four task force reports

MARCH–APRIL 2001

School Leadership for the 21st Century Symposium, featuring task force discussion of findings

SPRING–SUMMER 2001

Case Studies on Urban School Leadership
Expanded outreach, state and regional discussions begin

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Education Policy
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Since 1964, the Institute for Educational Leadership has been committed to preparing diverse leaders and helping organizations make better decisions to improve the well-being of children and youth. IEL is impartial and provides an independent voice on issues such as demographics; local school boards; preparing young people for the work world; connecting schools, families and communities; educational leadership for the 21st century; and K-12 education reform. IEL supports a national network of over 8000 policymakers and practitioners, publishes books and reports, and disseminates ideas that have an impact on policy at all governance levels.

To learn more about the various programs, services, and publications of IEL, you are encouraged to write us, or visit our Web site at:

www.iel.org
for more information.



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INSTITUTE FOR EDUCATIONAL LEADERSHIP

*Supporting Leaders
Since 1964*

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Navigating the

turbulent waters of democracy takes vision, leadership, and the ability to unite diverse constituencies for the common good. The Institute for Educational Leadership (IEL) believes the common good is ensured by providing all children and youth with the education, the skills, and the human resources they each need to achieve academically and personally. It takes people who place the public interest before entrenched interests, who promote workable solutions in the face of institutional resistance. Yet in recent years, instead of an agenda built on shared values and common sense goals, our nation has seen fragmentation and division. *Have we forgotten how to work together?*

IEL is one organization that has not forgotten. Indeed, our very identity is built on equipping policymakers and practitioners with the ideas, resources, and skills to work together for the common good. IEL is a unique organization that joins unlikely stakeholders in like-minded partnerships on behalf of our nation's children and youth.

IEL's Mission

Helping to build the capacity of individuals and institutions in education and related fields to work together across policy, program, and sector boundaries to achieve better results for children and youth.

IEL accomplishes its mission by connecting leaders from every sector of our increasingly multi-ethnic and multi-racial society and by reconnecting the public with our educational institutions.

IEL believes that education is a shared trust between generations. This is why IEL regularly brings together educators, civic leaders, business executives, parents and public officials to make a difference for our children and youth. The surest path to positive change is when we join people together and increase their understanding of the challenges we face. As former U.S. Commissioner of Education Harold "Doc" Howe put it:

"If IEL didn't exist, we would have to invent it."

IEL Programs and Services

Our mission is currently carried out through five programs of work and related activities:

Leadership Development:

- Education Policy Fellowship Program
- School Leadership for the 21st Century Initiative
- Superintendents and Principal Training

School-Community Collaboration:

- Coalition for Community Schools
- Systems Improvement Training and Technical Assistance Project
- Together We Can Initiative

Improving Systems:

- Policy Exchange
- National Clearinghouse on Comprehensive School Reform

Governance:

- 21st Century Community Learning Centers
- Research on and Technical Assistance to School Boards

Workforce Development:

- Center for Workforce Development

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Leadership for Student Learning: Reinventing the Principalship*

Tuesday, December 12, 2000, 9-11 a.m.
National Press Club, Murrow Room
529 14th Street, NW, Washington, DC

PROGRAM

9:00 a.m.	Introduction/Project Overview	<i>Mike Usdan</i> , President, IEL <i>Betty Hale</i> , Vice President, IEL and Program Moderator
9:10 a.m.	Task Force Panel -- Important Issues	Principalship Task Force Members: <i>Joseph Murphy</i> , Co-Chair; President, Ohio, Principals Leadership Academy, The Ohio State University, Columbus, Ohio <i>Paul Schwarz</i> , Co-Chair; Former Principal in Residence, U.S. Department of Education, Washington, DC <i>Doris Alvarez</i> , Principal, The Preuss School, University of California-San Diego, La Jolla, CA <i>Karen Dyer</i> , Education Sector Manager, Center for Creative Leadership, Greensboro, NC
9:30 a.m.	Baltimore City Respondent Panel	<i>Elizabeth Morgan</i> , Chief Academic Officer, Baltimore City Public Schools <i>Mary Minter</i> , Principal, Curtis Bay Elementary School, Baltimore, MD <i>Malcum Dates</i> , Principal, Garrison Middle School, Baltimore, MD <i>Joseph Wilson</i> , Principal, City College High School, Baltimore, MD <i>Bernice Pinkney</i> , Director of Achievement First, Fund for Educational Excellence
10:15 a.m.	Q & A	Moderated by <i>Betty Hale</i> <i>Audience/Panelists</i>
10:55 a.m.	Wrap Up	<i>Mike Usdan</i>

This two-year project, "School Leadership for the 21st Century Initiative," is made possible by funding from: The U.S. Department of Education's Office of Educational Research and Improvement, The Ford Foundation, The UPS Foundation, The Metropolitan Life Foundation, and The Carnegie Corporation of New York.

* Visit the IEL Web site (www.iel.org) to download a copy of the full report, *Leadership for Student Learning: Reinventing the Principalship*, and for more information about IEL's "School Leadership for the 21st Century Initiative" including upcoming task force reports and future forums.

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Leadership for Student Learning: **Reinventing the Principalship**

**School Leadership for the 21st Century Initiative
A Report of the Task Force on the Principalship
October 2000**



Leadership for Student Learning

A Report Series published by the Institute for Educational Leadership on:

- Principal Leadership
- District Leadership
- Teacher Leadership
- State Leadership
- Urban School Leadership

This publication was made possible by grants from:

- The Office of Educational Research and Improvement of the United States
Department of Education
- The Ford Foundation
- The UPS Foundation
- The Carnegie Corporation of New York
- The Metropolitan Life Foundation

The statements made and views expressed are solely the responsibility of the authors.

Ordering Information

Single copies of this report are available free of charge. For all orders, contact Mary Podmostko via e-mail (podmostkom@iel.org), by fax (202) 872-4050, or in writing at the address below. Copies can also be downloaded from www.iel.org.



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CONTACT: Denise Slaughter, 202-822-8405
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ROLE OF PRINCIPAL NEEDS "REINVENTING" SAYS EDUCATION TASK FORCE

*Communities must fill the pipeline with effective school leaders
support the profession, and guarantee quality and results.*

December 12, 2000, Washington, DC — School principals must be knowledgeable about instruction, aware of the school's role in the larger community, and inspire a shared vision about student achievement, says a report released today by the Institute for Educational Leadership (IEL).

A task force convened by IEL's School Leadership for the 21st Century Initiative tackled the challenges facing local communities – and facing the players involved in ensuring the success of state and local school systems – in addressing the rapidly growing shortage of qualified, high-quality school principals. The task force report, ***Reinventing the Principalship***, is intended as a tool for communities to initiate discussion and action.

"In attempting to define and address this leadership crisis, we went directly to people who have exhibited vast amounts of leadership in this area," said Michael Usdan, IEL's president and director of the two-year initiative. The task force was chaired by Joseph Murphy, president of the Ohio Principals Leadership Academy and a professor at Ohio State University, and Paul Schwarz, a former New York City public school principal and past principal-in-residence at the U.S. Department of Education.

It was clear to the task force that the expectations for school principals are often more than one person can handle. For that reason, the task force explored new leadership models, such as leadership teams made up of the principal, chief academic officer, master teacher, community services coordinator, management services provider, school governance council or some combination of these.

No matter the model, however, the report emphasized that it is clear the pipeline for candidates for this position must be strengthened, the profession must be better supported, and quality and results must be guaranteed. A variety of approaches were suggested:

- Increase investments in recruitment and retention efforts that focus on leadership for student learning, including addressing the race and gender gaps in the principalship.
- Provide powerful, ongoing professional development focusing on effective strategies for improving student learning.
- Provide frequent, meaningful principal assessments that are designed to generate information for professional growth and school improvement.
- Increase data and information collection on the supply, effectiveness and changing roles of principals.

-more-

The report includes questions local communities can use to initiate discussion and action such as:

- Are we facing a principal shortage in our community?
- How strong is the professional development that our community's principals receive?
- Are our community's principals evaluated on a regular, frequent basis?

Communities are encouraged to gather data, engage in discussions, find a collective vision among diverse sectors of the community, and plan specific actions to ensure strong leadership in the schools.

This “Leadership for Student Learning: Reinventing the Principalship” report is the first to be released through a series of forums over the next several months. The other reports will address teacher leadership, district level leadership, and state level leadership. Panels of local school representatives will respond to the task force reports, and their responses will be used to inform a final document scheduled for release in the spring.

This two-year project, “School Leadership for the 21st Century Initiative,” is made possible by funding from: The U.S. Department of Education's Office of Educational Research and Improvement, The Ford Foundation, The UPS Foundation, The Metropolitan Life Foundation, and The Carnegie Corporation of New York.

Copies of the reports are available free of charge via IEL's Web site (www.iel.org) or by e-mailing, faxing, or writing Mary Podmostko, Project Associate, IEL, 1001 Connecticut Ave. NW, Suite 310, Washington, DC 20036, podmostkom@iel.org, or 202-872-4050 (fax).

Established in 1964, the Institute for Educational Leadership (IEL)—a non-profit, nonpartisan organization based in Washington, D.C.—helps build the capacity of individuals and institutions in education and related fields to work together across policy, program, and sector boundaries to achieve better results for children and youth. IEL's work is focused through five program areas: developing and supporting leaders; strengthening school-family-community connections; improving the policy, program, and practice systems that serve children and youth; governing; and improving preparation for work. IEL's work is guided by the following principles: • All children deserve equitable opportunities to grow, learn, and develop their potential. • Education is a shared responsibility—across schools, families and communities, individuals, and government. • Leadership matters. • Leaders and their organizations must be culturally competent. • Strategic alliances and partnerships are essential tools for promoting effective action. At the heart of IEL's effectiveness is its unique ability to bring people together at the local, state, and federal levels to find solutions across policy and program boundaries.

###

Program Speakers

Dr. Doris Alvarez
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Doris Alvarez, award-winning former principal of Hoover High School, assumed the duties of the principal of the Preuss School UCSD in December 1998. One of the most distinguished educators in San Diego, Dr. Alvarez had been at Hoover High School since 1986, the last 11 years as principal. Prior to that she was a vice principal at Correia Junior High School in San Diego, district counselor for San Diego City Schools, a counselor at Gompers Junior High School, a consultant to an educational textbook company, and a teacher at Southwest Junior High School and Anaheim High School.

Alvarez said of her appointment: "I am honored and excited to become part of the university's firm commitment to improve the preparation and increase the admission of underrepresented students into higher education. The Preuss School has great potential to become a model for innovative institutional practices that will extend to all corners of the K-16 educational community. The support and involvement of so many people inside and outside the university are huge ingredients in the School's recipe for success."

UCSD Chancellor Robert C. Dynes said of the appointment: "Dr. Alvarez is nationally recognized as an educator who will take courageous risks to improve student learning and to nurture effective classroom practices—She has served as a principal in a challenging educational environment and is no stranger to the difficulties of achieving a college prep education for students who face poverty, language barriers and other societal handicaps. She is uniquely qualified with experience, vision and commitment to ensure that the Preuss School is a model for how best to prepare students for a university education."

San Diego City School Superintendent Alan D. Bersin said: "Dr. Alvarez exemplifies the qualities of an outstanding principal. She will carry into this new school an effective commitment to the district's mission to improve student achievement. I cannot think of a teaching professional more suited to represent our district in this innovative partnership of teaching and learning."

In recognition of her educational leadership, the National Association of Secondary School Principals (NASSP) named Alvarez national Principal of the Year in 1997. Other prestigious national honors she has received include the 1995-96 Milken Educator Award, the Freedoms Foundation meritorious George Washington Honor Medal for Individual Achievement in 1996, and the MetLife/NASSP California Principal of the Year Award in 1996.

Alvarez received her A.B. and M.S. (Counseling) degrees from San Diego State University (SDSU) and her Ph.D. in Education jointly from Claremont Graduate School and SDSU.

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Bonnie S. Copeland was appointed President and Executive Director of the Fund for Educational Excellence in April 1999. Established in 1984, the mission of the Fund is to improve student achievement in Baltimore City Public Schools through whole-school reform efforts. The Fund for Educational Excellence is one of 47 public education funds throughout the country.

From 1994 to April 1999, Dr. Copeland was Executive Vice President of the Greater Baltimore Committee, a public policy organization of nearly 600 business and civic leaders whose mission is to improve the business climate of the Baltimore region. As the GBC's chief operating officer, Dr. Copeland was responsible for the day-to-day operations and oversaw the strategic planning process and the implementation of the annual work plan.

Prior to 1994, Dr. Copeland served 22 years in public education, the last four as Maryland's Deputy State Superintendent of Schools. She was the first woman to hold that position. One of her key responsibilities as Deputy was the development and implementation of new high school graduation requirements and obtaining support for the Maryland School Performance Program.

Dr. Copeland serves on a number of volunteer boards, including the Baltimore City Community College Foundation, Baltimore Center for Performing Arts, Greater Baltimore Leadership, the Academy for Educational Leadership, and Maryland Court Appointed Special Advocates. She was a member of the United Way Campaign Cabinet, Governor Glendening's Transition Team, and Mayor O'Malley's Transition Team. From 1997-1999, she served as Vice Chair of the Baltimore City Board of School Commissioners.

Among the honors accorded Dr. Copeland were her selections to the Greater Baltimore Leadership program and Network 2000, an organization of the region's professional and executive leaders. Recently, she was named one of Maryland's Top 100 Women.

She is the author of several articles in professional journals and has been asked to give numerous presentations on educational reform around the country and in Japan.

Dr. Copeland is a graduate of Miami University, Oxford, Ohio, where she earned her Bachelor of Science and Masters of Education degrees in 1971 and 1972, respectively. She received her Ph.D. from St. Louis University in 1978.

Malcum L. Dates, Jr.
Principal
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Malcum Dates Jr. has been principal of Garrison Middle School since July 1995. Prior to that he was assistant principal of George W. F. MecMechen Junior/Senior High School for ten years, assistant director of the Alternative Center at Morgan State University for two years, and a senior teacher at Woodborne Children's Center for three years.

He was selected as Principal of the Year in 1999 by the Fullwood Foundation and was recognized for Improved Student Achievement by the Maryland State Department of Education for the 1998-1999 school year.

Mr. Dates served on the Baltimore Middle School Task Force in 1999-2000 and the Maryland State Department of Education Principal Task Force in 2000.

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Karen Dyer is the Manager of the Education Sector for the Center for Creative Leadership. Prior to this position, she was the Executive Director of the Chicago Academy for School Leadership, responsible for providing rigorous results-based professional development for Chicago Public School principals and administrators. Previous to this, Dr. Dyer served as the Executive Director of the Bay Area and North Bay School Leadership Centers, both part of the California School Leadership Academy.

Dr. Dyer has been a principal, Title One program manager, reading/language arts specialist, teacher of regular and gifted education at both elementary and middle grades, and an instructor at California State University, Hayward and Nova University. Dr. Dyer has made presentations for the Association for Supervision and Curriculum Development (ASCD), National Staff Development Council (NSDC), the National Association for Elementary School Principals (NAESP), National School Boards Association (NSBA), the National Board for Professional Teaching Standards (NBPTS), the College of William and Mary, and the comprehensive reform program, Co-nect. She has done consultation work with school districts in Alaska, California, Illinois, Maryland, Mississippi, North Carolina, and Virginia.

Dr. Dyer is the co-author of the book, *The Intuitive Principal*. She is the author of numerous instructional leadership modules including *Principally Speaking: What Principals Need to Know About the National Board for Professional Teaching Standards*. She is also a featured expert on ASCD's video series, *The Principal*.

Karen holds a Bachelors degree from the University of California, Berkeley, a Masters of Education degree from Holy Names College in Oakland, California, and a Doctorate in Education Administration from the University of the Pacific in Stockton, California.

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Betty helps to create and implement initiatives that 1) build bridges among the research, policy, and practice worlds and 2) that connect policy and practice leaders and their networks. Through her work with the *Education Policy Fellowship Program (EPFP)* and other ongoing IEL activities, she stays connected to a growing network of policymakers and practitioners across the country. Betty also is involved in the work of the National Clearinghouse for Comprehensive School Reform, a partnership of three organizations: IEL, the Council for Basic Education and the George Washington University.

Betty's varied professional experiences include serving as an education budget analyst in the Governor's Office, State of Illinois, and as the Director of Training Programs for Head Start both in the regional office of the U.S. Department of Health and Human Services and at the state level in West Virginia. She began her career as a public school teacher in Springfield, Ohio. Betty also taught with the Department of Defense Education Activity; her tours of duty included Japan, Ethiopia, Turkey and Italy.

In July 2000, she facilitated the U.S. Department of Education's first *Principals' Leadership Summit*, a national effort that created a network of school-based leaders to advise the Department on policy and program matters. In addition, she worked with AEL, the regional educational laboratory serving Virginia, West Virginia, Kentucky and Tennessee, to develop the *External Facilitators Initiative*, an effort to prepare individuals to work with schools engaged in comprehensive school reform.

A graduate of the University of Kentucky, Betty holds graduate degrees from Harvard University's Graduate School of Education (Ed.M.) and John F. Kennedy School of Government (M.P.A.). She has served as a member and as president of the School of Education's elected Alumni Council. Currently, Betty is a member of the Board of Directors of Gryphon House, Inc., an early childhood publishing company, and serves on: the Stakeholder Committee of the Laboratory for Student Success; the Mid-Atlantic Regional Educational Laboratory; the Board of Overseers of the National Youth Employment Coalition's *New Leaders Academy*; and on the College of Education's Dean's Council at the University of Kentucky.

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Dr. Minter has been the principal of Curtis Bay Elementary School since June 1993. Prior to holding that position, she was assistant principal of Thomas Johnson Elementary/Federal Hill Elementary for two years. She is a master teacher and has 18 years experience teaching elementary school.

Working Women Magazine recognized Dr. Minter in 1999 as the head of one of the top ten schools in the nation for today's families. Her awards also include the Hayward Harrison Memorial Leadership Award as well as Maryland School Improvement awards in 1996 and 1998.

Dr. Minter's academic degrees include a Bachelor of Science in Elementary Education and a Master of Science in Administration and Supervision from Morgan State University and an Ed.D. in Educational Leadership from Nova Southeastern University.

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Dr. Elizabeth M. Morgan is currently Chief Academic Officer for the Baltimore City Public School System, where she is responsible for all teaching, learning and school operations. She formerly served as the Associate Superintendent for Curriculum, Administration, and School Improvement in the Frederick County School System, as well as area superintendent, principal and director of ESOL/Bilingual Programs in the Montgomery County Public School System.

Dr. Morgan is the recipient of numerous awards for excellence in education. She currently serves on several Boards of Directors and is active in the community.

Dr. Morgan holds a Ph.D. from American University, a Master of Science in Curriculum, and a Bachelor of Arts in English Literature from City University of New York/Queens College. She has been awarded academic fellowships at Hofstra and Georgetown Universities.

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Joseph Murphy is President of the Ohio Principals Leadership Academy and a professor in the College of Education at the Ohio State University. He was formerly a professor in the Department of Leadership and Organizations at Peabody College of Vanderbilt University and Director of Research at the Peabody Center for Educational Policy. He has served as a school administrator at the school, district, and state levels. His most recent experience was as Executive Assistant to the Chief Deputy Superintendent of Public Instruction in California.

Dr. Murphy currently chairs the Interstate School Leaders Licensure Consortium and is a former Vice-President of the American Educational Research Association (Division A – Administration). He is co-editor with Karen Seashore Louis of the AERA *Handbook of Research on Educational Administration*.

Dr. Murphy has won the Jack A. Culbertson research award from the University Council of Educational Administration in 1986 and the Professional Service Award for outstanding contribution relating research to practice from the American Educational Research Association in 1998. He has been recognized for writing the outstanding article in the *Journal of Vocational Education Research* in 1987 with Linda S. Lotto and in *The Journal of Educational Administration* in 1995 with Philip Hallinger.

Dr. Murphy's primary interest is in school improvement, with emphases in the areas of policy and leadership. He has presented over 100 papers at national and international conferences. He has authored or co-authored nine books and edited another eight volumes. In addition, Dr. Murphy has written over 150 book chapters and articles in leading refereed academic journals such as *Educational Administration Quarterly*, *Educational Evaluation and Policy Analysis*, *The Journal of Education Policy*, *The Journal of Educational Administration*, *Teachers College Record*, *Elementary School Journal*, *American Journal of Education*, *Journal of Curriculum Studies*, *School Effectiveness and School Improvement*, *The Journal of Special Education*, and the *Journal of Educational Research* as well as for professional outlets such as *Phi Delta Kappan*, *Educational Leadership*, *NASSP Bulletin*, *Principal*, the *American School Board Journal*, and *The School Administrator*.

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Dr. Pinkney has thirty years of service with public schools, ranging from teacher to principal of both a special education high school and a regular education junior high school. Dr. Pinkney was also Assistant Superintendent/Director of Special Education in the District of Columbia for seven years. She implemented systemic reform for a Local School Service Delivery model with special education. Dr. Pinkney, as principal, instituted a flagship Paideia School. She also taught at Howard University and was Director of the Speech and Hearing Clinic.

She currently is a Director with the Fund for Educational Excellence, the Local Education Fund for Baltimore. As Director of Achievement First, she believes that "changing the way schools do business" can have a tremendous impact on the achievement of our children. Research-based practices are powerful change instruments. The Achievement First strategy of a single focus on literacy has been very successful in other urban school districts, such as New York City District 2, Boston, and San Diego, California.

Dr. Pinkney has a B.S. in Speech Pathology from the District of Columbia Teachers College, a Master of Science in Communications Sciences from Federal City College, and an Ed.D. in Educational Leadership and Policy Management from the George Washington University.

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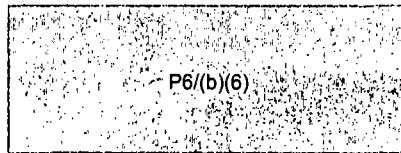
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Paul Schwarz



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Paul Schwarz was chosen by Secretary Richard Riley in June of 1997 to be the Principal in Residence at the United States Department of Education, where he advised the Deputy Secretary and other senior Department officials on legislative, program and policy issues from the perspective of principals and teachers. He also represented the Secretary and the Department at gatherings of educators both as a speaker and as a participant.

From 1990 to 1997 Paul was the co-director of Central Park East Secondary School (CPESS) and Principal of the Jackie Robinson complex in East Harlem. CPESS is a neighborhood secondary school serving approximately 500 students in grades 7 – 12. CPESS enjoys a national reputation as a successfully redesigned school and has been a member of the Coalition of Essential Schools since its inception in 1985. CPESS has modeled various innovations including inter-disciplinary, inter-aged instruction, performance assessment and graduation by portfolio, community service for all students and a structure that allows for five hours of professional development for the staff each week.

In 1992 CPESS won the prestigious Innovations in Government Award presented by Harvard's Kennedy Center and Ford Foundation. In 1996, CPESS was chosen as one of five schools to be designated a New American High School by Secretary Riley and the Office of Vocational and Adult Education. In March of 1996, Paul won the Citicorps Success Fund Award for Innovative Leadership of a New York Public School. In 1997, he won the Innovations in Educational Technology Award co-sponsored by Oracle Computers and New York Institute of Technology.

Paul has been deeply involved with the preparation and professional development of principals. In 1992 he was chosen as a Thompson Fellow, the principals' contingent of the Coalition of Essential Schools National Faculty. He was one of the first Directors of the first annual Annenberg Principals' Institute, and he is founder and co-director of Re-Inventing Leadership, a principal's preparation initiative of Teacher's College at Climh University.

Before his years at CPESS, Paul was the founder and first director of the Brooklyn New School, an alternative school in Red Hook, Brooklyn. Prior to that he was a pre-K and Kindergarten teacher for twenty years. He holds MA's in education and educational leadership from Bank Street College of Education and Fordham University as well as an undergraduate degree from Seton Hall University.

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Joseph Wilson has been the principal of Baltimore City College High School since March of 1994. Since that time, City College has garnered numerous awards and certifications. In May 2000 the United States Department of Education designated City College a National School of Excellence, and in 1999 the Maryland Department of Education designated the school a State Blue Ribbon School of Excellence. Maryland also named City College as its Character Education High School of the Year for the 1997-1998 school year. The school earned its certification as an International Baccalaureate School in 1998.

Before his principalship at City College High School, Mr. Wilson served as a consultant for the Delaware Criminal Justice Council in Wilmington. During this period, Mr. Wilson participated as a member of the first class of *Superintendents Prepared*, a year-long urban leadership development training program, created in 1991 by the Institute for Educational Leadership, The Joint Center for Political and Economic Studies, and The McKenzie Group, Inc. His career in education spans more than two decades and includes service as a member of the school board for the San Jose Unified School District from 1983 to 1990, as well as service as a teacher, coach, and adjunct university professor. Mr. Wilson has also been a governmental and public relations consultant for a number of organizations and agencies in Delaware, as well as the former Director of the Delaware State Office of Planning Coordination.

Mr. Wilson's service to professional, community, and civic organizations includes membership on the State of California Committee on Youth Violence and on the San Jose Redevelopment Housing Task Force; and experience as President of the board of Big Brothers/Big Sisters, Santa Clara County, California. He earned his Bachelors degree from Amherst College, his Masters from the University of Pennsylvania, his Juris Doctor from the University of Southern California, and his Masters in Public Administration from Harvard University.

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Michael D. Usdan has been President of the Institute for Educational Leadership (IEL) since 1981. IEL is a Washington DC based "hands on" think tank with diverse policy and leadership development programs in more than 40 states.

Before joining IEL, Dr. Usdan was Connecticut's Commissioner of Higher Education from 1978 through 1981. From 1974 through 1978 he was President of the Merrill-Palmer Institute in Detroit.

Dr. Usdan received his masters and doctoral degrees from Columbia University, having previously completed his undergraduate studies at Brown University. He worked on the staff of the late Dr. James B. Conant in the latter's famous studies of American education and has taught at Teachers College, Columbia University, City University of New York, Northwestern and Fordham Universities, and in schools in New York City and White Plains. He also served as a member and president of the school board in the city of New Rochelle, New York from 1969 to 1974.

Dr. Usdan has written and published many articles and books on various aspects of education. Two themes dominate his writing: problems relating to urban education and the relationship of government and politics to education. He has been a consultant to local and state boards of education and educational organizations throughout the country and has spoken at and participated in numerous meetings, both in the United States and internationally in nations such as China, India, Nepal, Hungary, Russia, and Japan.

Currently, among other affiliations, he is a member of the Editorial Advisory Board of the Phi Delta Kappan magazine and a consultant to the U.S.-Japan 21st Century Committee and the National Center for Public Policy and Higher Education.