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Stanford GSE, AERA, and SCOPE are proud to host the 66th EWA National Seminar

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AERA AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
www.aera.net

With more than 25,000 members, AERA works to advance knowledge about education, encourage scholarly inquiry related to education, and promote the use of research to improve education and serve the public good.

AERA can connect reporters with the latest research and prominent researchers on key issues.

- Student testing
- Teacher assessment
- Equity in higher education
- School safety and bullying
- Early education
- Technology and learning
- Science and math education
- Bilingual learning and literacy
- Research ethics
Welcome to the 2013 National Seminar of the Education Writers Association!

Professional development isn’t just important to the educators EWA members cover; for reporters, it’s integral to the job. Whether mining data, observing classrooms, or parsing the nuances of education policy, everyone has something new to learn. Over the next three days, some of the most interesting minds in education and journalism will discuss issues that affect their fields at all levels. We’re excited that you’re joining us, and trust that what you learn at this year’s National Seminar will inform your work for years to come.

EWA extends special thanks to sponsors and other supporters of the 66th National Seminar.

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## Conference Agenda At-a-Glance

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<th>Thursday, May 2</th>
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| **9:00 a.m.** Paul Brest Hall  
Registration Opens* | **7:30 a.m.** CERAS 1st Floor Lobby  
Breakfast | **8:00-9:00 a.m.** SIEPR/Koret 130  
Breakfast  
Gaming: The Future of Assessment? |
| **10:00-11:15 a.m.** CERAS 101  
Advocates Session – Reporters’ Roundtable | **8:00-9:00 a.m.** Plenary Tracks:  
K-12  
Opportunity Gaps and Out-of-School Factors: Challenges and Solutions  
CERAS 101  
Higher Ed  
A Different Class: Why Talented Students Don’t Apply to Top Colleges  
CERAS 300 | **9:15-10:30 a.m.**  
Concurrent Sessions:  
A. EWA Innovation Showcase (Higher Ed)  
Alumni Center/LLL  
B. How I Did the Story; Award-Winning Reporters Share Their Secrets  
SIEPR/Koret 130  
C. Knowing Their Choices: Assessing Efforts to Inform Parents  
SIEPR/Koret 120 |
| **11:30-1:15 p.m.** Paul Brest Hall  
Lunch & Keynote Speaker  
Arne Duncan, U.S. Secretary of Education | **9:15-10:15 a.m.** Plenary Tracks:  
K-12  
Ready or Not: Common Core Assessments  
CERAS 101  
Higher Ed  
What to Make of MOOCs  
CERAS 300 | **10:30-10:45 a.m.**  
SIEPR Patio  
Exhibitor Showcase & Coffee Break |
| **1:15-2:30 p.m.** CERAS 1st Floor Lobby  
Exhibitor Showcase & Coffee Break | **10:15-10:30 a.m.**  
CERAS 1st Floor Lobby  
Exhibitor Showcase & Coffee Break | **10:45 a.m.-noon**  
Concurrent Sessions:  
A. EWA Innovation Showcase (K-12)  
Alumni Center/LLL  
B. How I Did the Story; Award-Winning Reporters Share Their Secrets  
SIEPR/Koret 130  
C. Closing the Gaps: Improving Outcomes and Opportunities for English–Language Learners  
SIEPR/Koret 120 |
| **1:30-2:30 p.m.**  
Concurrent Sessions:  
A. Dissecting the Data on Charter Schools  
Cubberley 115  
B. Observing Classrooms: Spotting Signs of Quality  
Barnum 116  
C. Solutions Journalism: A Different Lens on Stories  
CERAS 204  
D. Stopping the School-to-Prison Pipeline  
CERAS 300  
E. What Online Education Means for College Classrooms  
CERAS 101 | **10:30-11:30 a.m.** Plenary Tracks:  
K-12  
Teacher Evaluation: Seeking Common Ground  
CERAS 101  
Higher Ed  
New Prescriptions for Remedial Education  
CERAS 300 | **Noon-12:15 p.m.**  
SIEPR Patio  
Exhibitor Showcase |
| **2:30-2:45 p.m.** CERAS 1st Floor Lobby  
Exhibitor Showcase & Coffee Break | **Noon-1:45 p.m.**  
Justine Room, Sheraton Palo Alto  
Lunch & Keynote Speaker  
James Heckman, University of Chicago | **12:15-2:15 p.m.**  
SIEPR/Koret 130  
Awards Ceremony and Luncheon  
Sal Khan, Khan Academy |

*Registration relocates to CERAS 2nd Floor Lobby at 1:00 p.m.
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<td><strong>3:00-4:00 p.m. Dinkelspiel Auditorium</strong>&lt;br&gt;<strong>Plenary Speaker</strong>&lt;br&gt;Thomas Friedman, The New York Times</td>
<td><strong>2:15-3:15 p.m.</strong>&lt;br&gt;<strong>Concurrent Sessions:</strong>&lt;br&gt;A. EWA Resources for Reporters New to the Beat&lt;br&gt;Cubberley 115&lt;br&gt;B. Measuring the Impact of More—and Better—Time for Learning&lt;br&gt;Barnum 116&lt;br&gt;C. Retention in Third Grade: Help or Hindrance?&lt;br&gt;CERAS 101&lt;br&gt;D. Success in College: Models That Improve the Odds&lt;br&gt;CERAS 300&lt;br&gt;E. Teacher Turnover: Pros and Cons for Students and Schools&lt;br&gt;CERAS 204</td>
<td><strong>2:30 p.m. Independent departure</strong></td>
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<td><strong>4:15-5:15 p.m.</strong>&lt;br&gt;<strong>Concurrent Sessions:</strong>&lt;br&gt;A. Reporting Recipes: Stories Using Data&lt;br&gt;CERAS 101&lt;br&gt;B. Stanford Knight Fellows: Entrepreneurship in Journalism&lt;br&gt;CERAS 204&lt;br&gt;C. Top 10 Stories on Innovation in Higher Education&lt;br&gt;CERAS 300&lt;br&gt;D. Urban School Reform: Beyond Stars and Scandals&lt;br&gt;Barnum 116</td>
<td><strong>3:15-3:30 p.m.</strong>&lt;br&gt;CERAS 1st Floor Lobby&lt;br&gt;Exhibitor Showcase &amp; Coffee Break</td>
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<td><strong>5:30-7:00 p.m. Faculty Club</strong>&lt;br&gt;<strong>Dinner &amp; Keynote Speaker</strong>&lt;br&gt;Claude Steele, Stanford Graduate School of Education</td>
<td><strong>3:30-4:30 p.m.</strong>&lt;br&gt;<strong>Concurrent Sessions:</strong>&lt;br&gt;A. Early Childhood Education: Not All Options Are Created Equal CERAS 204&lt;br&gt;B. For Good Measure: Assessing College Performance&lt;br&gt;CERAS 300&lt;br&gt;C. Guiding Principals: How to Recognize Innovative Leaders&lt;br&gt;CERAS 101&lt;br&gt;D. Not Your Father’s Shop Class: Linked Learning and STEM&lt;br&gt;Barnum 116&lt;br&gt;E. Tapping Public Opinion Polls to Strengthen Stories&lt;br&gt;Cubberley 115</td>
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<tr>
<td><strong>7:15-9:00 p.m. Cubberley Auditorium</strong>&lt;br&gt;<strong>West Coast Film Premiere of “Rebirth: New Orleans”</strong></td>
<td><strong>4:45-5:45 p.m.</strong>&lt;br&gt;<strong>Plenary Tracks:</strong>&lt;br&gt;K-12&lt;br&gt;Choice and Competition: Improving or Undermining Public Education?&lt;br&gt;CERAS 101&lt;br&gt;Higher Ed&lt;br&gt;Paying for College: Financial Aid Innovations&lt;br&gt;CERAS 300</td>
<td><strong>6:15 p.m.</strong>&lt;br&gt;Reception at the Carnegie Foundation for the Advancement of Teaching. Transportation provided.</td>
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The College Board's goal is to ensure that students from all backgrounds have the opportunity to prepare for and complete college.

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MOMENTUM IS GROWING...

IS YOUR COMMUNITY PART OF THE CAMPAIGN FOR GRADE-LEVEL READING?

Right now 124 cities, counties and towns in 34 states, D.C., Puerto Rico and the U.S. Virgin Islands are working to ensure that more children from low-income families learn to read proficiently by the end of third grade. We know that students who don’t read well by that point are less likely to succeed in school and graduate from high school. The GLR Campaign supports the good work that schools are doing by mobilizing communities to take on three challenges:

· The Readiness Gap: Too many children from low-income families begin school already far behind.

· The Attendance Gap: Too many children from low-income families miss too many days of school.

· The Summer Slide: Too many children from low-income families lose ground over the summer.

For the list of communities, go to: www.gradelevelreading.net.
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➤ Android (2.1 and later); Android tablets (3.0 and later)
➤ iPhone/ iPad (4.0 and later)
➤ BlackBerry (4.5 and later)
➤ Windows Phone Mobile Browsers
➤ Desktop Browsers

**Web app URL:** http://tinyurl.com/ewa13
Conference Map

Parking is available in the lots marked “P” near Tresidder Union, below Wilbur Field in Parking Structure #5, and along The Oval at the end of Palm Drive. No permit is required after 4:00 pm.

Not to scale
Thursday, May 2

9:00 a.m.
Attendee Registration Opens - Paul Brest Hall
"Registration Relocates to CERAS Second Floor Lobby at 1 p.m."

10:00 - 11:15 a.m.
Advocates Session – Reporters’ Roundtable
CERAS 101
How can advocates connect more effectively with journalists? Reporters and editors describe their reactions to press releases and emails, and offer advice on what works best to cut through the clutter.

Moderator: Dakarai Aarons, CommunicationWorks
• Daarel Burnette, Atlanta Journal Constitution
• Scott Jaschik, Inside Higher Ed
• Dave Murray, Mlive.com

11:30 a.m. - 1:15 p.m. Lunch
Keynote Speaker – Arne Duncan, U.S. Secretary of Education
Paul Brest Hall
Secretary Duncan will discuss the future of federal education reform and the new directions the Department of Education will take during President Obama's second term. Topics include federal No Child Left Behind Act waivers for states and the outlook for congressional reauthorization of that law.

Introduction: Scott Elliott, The Indianapolis Star

1:15 - 2:30 p.m.
Exhibitor Showcase & Coffee Break
CERAS First Floor Lobby

1:30 - 2:30 p.m.
Concurrent Sessions
A. Dissecting the Data on Charter Schools
Cubberley 115
Research around charter schools rarely seems neutral. How do you navigate it with use of data? Two researchers will offer insight on how to cut through the spin and look at the real numbers behind how charter school students are performing and what kinds of students charter schools are serving.

Moderator: Joy Resmovits, The Huffington Post
• Jeffrey Henig, Teachers College, Columbia University
• Margaret Raymond, Hoover Institution, Stanford University

B. Observing Classrooms: Spotting Signs of Quality
Barnum 116
Researchers have been closely studying how the classroom practices of more effective teachers differ from those of their less effective peers. How can journalists capitalize on what has been learned?

Moderator: Elizabeth Green, Gotham Schools
• Pam Grossman, Stanford Graduate School of Education

C. Solutions Journalism: A Different Lens on Stories
Barnum 116
The author of The New York Times “Fixes” blog explains and discusses solutions journalism, which aims to examine credible responses to social problems. What is “SoJo”? How does it differ from traditional reporting and how does it apply to education reporting?

• David Bornstein, Solutions Journalism Network

D. Stopping the School-to-Prison Pipeline
CERAS 300
What is the proper punishment for fighting? For cursing? For tardiness? Does the punishment always fit the crime, and can disproportionate punishment lead to a future in prison? These questions arise as researchers are documenting examples of “unconscious bias” that can affect professionals in law enforcement, medicine and education. Speakers will tackle the intersection of these issues.

Moderator: Linda Lenz, Catalyst Chicago
E. What Online Education Means for College Classrooms

CERAS 101

The rise of online education arguably represents the first real change in centuries to how courses are taught in postsecondary education, both on and off campus. This discussion examines the potential of online teaching to change how students learn – both in lecture halls and cyberspace – and how universities function.


• Susan Ferriss, The Center for Public Integrity
• Phillip Goff, University of California, Los Angeles
• Josefina Alvarado Mena, Safe Passages

B. Stanford Knight Fellows: Entrepreneurship in Journalism

CERAS 204

Each year, Knight journalism fellows at Stanford propose and develop entrepreneurial media projects. Winners of this year’s fellowships explain their innovative projects and explore models for how journalists can break ground in the fast-changing news industry.

Moderator: Dawn Garcia, John S. Knight Journalism Fellowships at Stanford University

• Agustin Armendariz and Erica Perez, California Watch
• Bill Bush and Jennifer Smith Richards, The Columbus Dispatch

C. Top 10 Stories on Innovation in Higher Education

CERAS 300

What are the higher education stories on innovation that reporters should be following this year? The editor and co-founder of Inside Higher Ed offers his insights on the stories worth covering in the coming months.

Introduction: Nanette Asimov, San Francisco Chronicle

• Scott Jaschik, Inside Higher Ed

D. Urban School Reform: Beyond Stars and Scandals

Barnum 116

Do reporters who cover major efforts to improve schools focus on incremental developments at the expense of the big picture? Do they pay too much attention to leaders with star power and too little to quieter contributors? The authors of two new books on urban education reflect on media coverage of efforts to revamp big-city schools.

Moderator: Benjamin Herold, WHYY

• Richard Colvin, Woodrow Wilson National Fellowship
• David Kirp, University of California, Berkeley
10

5:30 - 7:00 p.m.
Dinner and Keynote Speaker - Claude Steele
Faculty Club

Claude Steele, an eminent social psychologist, has been dean of the Stanford Graduate School of Education since 2011. His pioneering theory about the threats to the self posed by stereotypes (“stereotype threat”) has been a focus of much of his research for the past two decades. The theory sheds light on such topics as affirmative action, the achievement gap and other contemporary topics in education.

Introduction: Linda Darling-Hammond, Stanford Graduate School of Education

7:15 p.m.
West Coast Film Premiere of “Rebirth: New Orleans”
Cubberley Auditorium

A new documentary film draws on years of footage of post-Katrina New Orleans to critically examine ongoing efforts to dramatically restructure public education in the Crescent City. Following a screening of the film, panelists will explore New Orleans’ choice-based education landscape and the national implications of the groundbreaking changes unfolding there.

Moderator: John Merrow, Learning Matters

• Sarah Carr, Author and Freelance Journalist
• Jean Desravines, New Leaders
• Andre Perry, Loyola University New Orleans

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Friday, May 3

Note: Lunch and Keynote Speaker will occur at the Sheraton Palo Alto Hotel. Transportation provided.

7:30 a.m. Breakfast
CERAS First Floor Lobby

8:00 - 9:00 a.m.
Plenary Tracks

K-12 – Opportunity Gaps and Out-of-School Factors: Challenges and Solutions
CERAS 101

Much attention has focused on achievement gaps among children from different demographic groups, and on teacher effectiveness as the chief in-school influence on student performance. But what about factors that carry more weight than teachers? And how can society close opportunity gaps often associated with widely decried achievement gaps in school?

Moderator: Sarah Garland, The Hechinger Report

• Prudence Carter, Stanford Graduate School of Education
• Michael Petrilli, Thomas B. Fordham Institute
• Sean Reardon, Stanford Graduate School of Education

Higher Ed – A Different Class: Why Talented Students Don’t Apply to Top Colleges
CERAS 300

Stanford economics professor Caroline Hoxby discusses her new research arguing that the most selective U.S. universities are ineffective at recruiting many of high-achieving, low-income students who could succeed on their campuses. Hoxby offers her insights on how colleges should recruit these missing “one-offs.”

Moderator: Kavitha Cardoza, WAMU; Respondent: Larry Gordon, Los Angeles Times

• Caroline Hoxby, Stanford University

9:15 - 10:15 a.m.
Plenary Tracks

K-12 – Ready or Not: Common Core Assessments
CERAS 101

By 2014, it is expected that assessments based on the Common Core State Standards will be widespread across the country. What are the obstacles, opportunities and implications? Do schools have the needed technological capacity? How will states implement “cut scores”? Can the tests measuring “deep learning”? How high-stakes should they be? Leading experts explore the answers.

2013 National Seminar of the Education Writers Association
Massive open online courses (MOOCs) have altered discussions about higher education reform and access. Following the announcement that a handful of the courses merit traditional college credit, MOOCs may be poised to alter students’ pathways to a diploma. Or they might be the latest example of Internet overreach. A discussion of the possibilities.

Moderator: Scott Jaschik, Inside Higher Ed

• Daphne Koller, Coursera
• Cathy Sandeen, American Council on Education
• Gabi Zolla, Council for Adult and Experiential Learning

Higher Ed – New Prescriptions for Remedial Education
CERAS 300

The biggest obstacles that many undergraduates face en route to a college degree are the remedial or developmental courses in which they will be placed for their first year. These courses, which students must pass before they can take classes that carry college credit, add to the expense and time it takes to earn a degree. Are such classes really needed? Or can schools replace them with other forms of academic support?

Moderator: Paul Fain, Inside Higher Ed

• Eric Bettinger, Stanford University
• Stan Jones, Complete College America
• Karon Klipple, Carnegie Foundation for the Advancement of Teaching

Noon - 1:45 p.m.
Lunch and Keynote Speaker - James Heckman
Justine Room, Sheraton Palo Alto

Dr. Heckman, a Nobel laureate economist, is a strong proponent of investing early in children and disadvantaged families. He will discuss the “Heckman Equation” and why the early investments pay dividends in the future.

Introduction: Stephanie Banchero, The Wall Street Journal

2:15 - 3:15 p.m.
Concurrent Sessions

A. EWA Resources for Reporters New to the Beat
Cubberley 115

EWA’s new publications and online resources offer reporters a road map through the complex landscape of the education beat. Get the tricks of the trade, and learn how to build your own road map for localizing national issues, and navigating the beat in your community.

Moderator: Emily Richmond, EWA

• Stephen Abbott, Great Schools Partnership
• Sarah Carr, Author and Freelance Journalist

B. Measuring the Impact of More–and Better–Time for Learning
Barnum 116

What questions should you ask about the way your school district uses extended learning time? How are public-private partnerships guiding new approaches? Must schools choose between using the time for deeper learning or enrichment? What does the latest research show about best practices?

Moderator: Kathleen Kennedy Manzo, Education Week

• Jennifer Davis, National Center on Time and Learning
• Lucy Friedman, The After-School Corporation
• Zakia Redd, Child Trends
• Mark Triplett, Urban Promise Academy (Oakland, Calif.)
C. Retention in Third Grade: Help or Hindrance?
CERAS 101
More states are embracing "third grade reading guarantees" that aim to prevent children from moving to fourth grade until they have progressed from "learning to read" to "reading to learn." But research has shown that students who are retained often end up dropping out. Two researchers will probe what the research says, and whether legislatures are on the right track.

• Shane Jimerson, University of California, Santa Barbara
• Martin West, Harvard University

D. Success in College: Models That Improve the Odds
CERAS 300
Students from low-income families face special challenges not only in getting admitted to college, but also in succeeding once they’re in. More programs are coming on line to strengthen students who live in poverty and may have few college graduates in their family and social circles. What traits do these programs share, and how can journalists examine them?

Moderator: Peg Tyre, Freelance Journalist
• Anthony Lisel Antonio, Stanford University
• Jessica Cogan, SEO Scholars
• Tim Sandoval, Bright Prospect

E. Teacher Turnover: Who Stays and Who Leaves
CERAS 204
One out of every three new teachers leaves the profession within five years. More veteran teachers are opting to retire. Teacher attrition costs the nation about $7 billion a year. What does the research say about teacher turnover and retention? What role does school leadership play in teachers’ decisions to leave or stay?

Moderator: Francisco Vara-Orta, San Antonio Express-News
• Anthony Cody, Living in Dialogue
• Susanna Loeb, Stanford Graduate School of Education

3:15 - 3:30 p.m.
Exhibitor Showcase & Coffee Break
CERAS First Floor Lobby

3:30 - 4:30 p.m.
Concurrent Sessions

A. Early Childhood Education: Not All Options Are Created Equal
CERAS 204
President Obama got the early childhood education world buzzing when he announced his ambitious plans to expand preschool during his State of the Union address. But doubts remain. Would expanding universal pre-K lead to a top-down push for more academics at younger ages? Do states have the funding to provide early childhood education for all who want it? Can state programs and Head Start coordinate effectively?

Moderator: Karin Klein, Los Angeles Times
• Ron French, Bridge Magazine
• Bruce Fuller, University of California, Berkeley
• Sterling Speirn, W.K. Kellogg Foundation

B. For Good Measure: Assessing College Performance
CERAS 300
What’s the best way to determine how effectively a college goes about the business of educating its students? If popular college rankings in the media are flawed, what other models of crunching the data might deliver more illuminating comparisons? To what extent is a college’s success at graduating students dependent on the types of students it enrolls? This session offers insights on new approaches on how to use the data available to see a more complete picture of college performance.

Moderator: Mary Beth Marklein, USA Today
• John Pryor, University of California, Los Angeles
• Douglas Harris, Tulane University

C. Guiding Principals: How to Recognize Innovative Leaders
CERAS 101
Some principals are not just great leaders, but they’re also great innovators. What are ways that principals are taking the lead in using technology and other techniques to help students thrive?

Moderator: Richard Whitmire, Author and Freelance Journalist

2013 National Seminar of the Education Writers Association
• Trevor Greene, Toppenish High School (Toppenish, Wash.)
• Nicole Veltze, North High School (Denver)
• Michelle Spencer, New Technology High (Napa, Calif.)
• James Dent, Gilroy Prep School (Gilroy, Calif.)

D. Not Your Father’s Shop Class: Linked Learning and STEM
Barnum 116
Traditionally, career and technical education (CTE) has often translated into tracking low-income students into less demanding classes. But with a focus on college and career readiness, a national push is underway to fuse rigorous academics and career training at the high school level. From project-based learning in the sciences to acquiring work-ready skills in targeted industries, a panoply of initiatives aim to equip students—especially those at risk of falling through the cracks—with the tools to be both employable after graduation and prepared for the demands of postsecondary education.

Moderator: Katy Murphy, Oakland Tribune
• Nancy Hoffman, Jobs for the Future
• Anne Stanton, James Irvine Foundation
• Preston Thomas, Life Academy (Oakland, Calif.)

E. Tapping Public Opinion Polls to Strengthen Stories
Cubberley 115
Polling organizations offer data that can enrich reporting on education. What data is available and how can you tap into it to provide context for your local and national stories? Representatives of Gallup and Harris Interactive share information and insights.

Moderator: Michael Alison Chandler, The Washington Post
• Brandon Busteed, Gallup Polls
• Regina Corso, Harris Interactive

4:45 - 5:45 p.m.
Plenary Tracks
K–12 – Choice and Competition: Improving or Undermining Public Education?
CERAS 101
Is there evidence that empowering all parents to choose among competing schools—district-run, charter, and private—leads to better outcomes for students? Will a critical mass of charter schools in a community be a catalyst for positive change or for school closings that leave students behind? Advocates with different views debate whether competition threatens to destroy public education or is strengthening it one school at a time.

Moderator: Scott Elliott, The Indianapolis Star
• Kevin P. Chavous, American Federation for Children
• Randi Weingarten, American Federation of Teachers

Higher Ed – Paying for College: Financial Aid Innovations
CERAS 300
With the cost of attending college rising each year, what techniques might enable students to get more effective financial aid with fewer hassles? Which public universities are changing their financial aid practices to encourage students to earn their degrees more affordably? This session makes sense of the dollars behind degrees.

Moderator: Kim Clark, Money Magazine
• Eric Bettinger, Stanford University
• Rory O’Sullivan, Young Invincibles
• Nate Johnson, HCM Strategists

6:15 p.m.
Offsite Reception
Carnegie Foundation for the Advancement of Teaching
Transportation provided.

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Saturday, May 4

8:00 - 9:00 a.m.
Breakfast – Gaming: The Future of Assessment?
SIEPR/Koret 130

As worries mount that standardized testing eats up too much school time, innovators are looking to video gaming as an alternative assessment tool. Not only does gaming promise to be more fun and less stressful for students than traditional tests, advocates say, but it can also give teachers a clearer picture of how well students pick up concepts. But there are challenges. Our panel will explore the issues.

Moderator: Greg Toppo, USA Today
• Girlie Delacruz, University of California, Los Angeles
• Michael John, GlassLab

9:15 - 10:30 a.m.
Concurrent Sessions

A. EWA Innovation Showcase
Alumni Center/LLL

These interactive sessions feature reporters, analysts and educators spotlighting efforts underway to harness the power of innovation to spark new approaches to K-12 and higher education. Learn about experimental tools, offerings and practices being made possible by emerging digital technologies, and gather new ideas for covering innovation on your own beat.

• Kayvon Beykpour, Mobile Technologies Entrepreneur, interviewed by Katherine Long, The Seattle Times, about how universities can encourage students to start companies
• Marcie Bober-Michel, San Diego State University, interviewed by Kyla Calvert, KPBS, about a boom in courses that blend online and face-to-face learning
• Mark Shermis, University of Akron, interviewed by Molly Bloom, WKSU, about the debate over computerized grading of student essays
• Trace Urdan, Wells Fargo Securities, interviewed by Kim Clark, Money Magazine, about burgeoning investments in innovative education enterprises

B. How I Did the Story: Award-Winning Reporters Share Their Secrets
SIEPR/Koret 130

Hear from your colleagues on how they put together their prize-winning packages. Among the topics: absentee rates in Chicago schools; the chronicle of an attempt to turn around a school; how a school discovered a concrete way to teach writing; and a beat reporter's stories on the pipeline to college, charter schools, cheating, and school closings.

Moderator: Emily Richmond, EWA
• Jenny Brundin, Colorado Public Radio, “Trevista”
• Benjamin Herold, WHYY/Philadelphia Public School Notebook, “Beat Reporting”
• David Jackson and Gary Marx, Chicago Tribune, “An Empty-Desk Epidemic”
• Peg Tyre, Author, “The Writing Revolution”

C. Knowing Their Choices: Assessing Efforts to Inform Parents
SIEPR/Koret 120

More parents are facing educational choices they never had before. Privileged families have always successfully navigated the complexities around schools, but lower-income families haven’t necessarily done so. What new ways are being tried to get information in the hands of a broader array of parents? As organizations step in to offer guidance, reporters can learn from the processes they use.

Moderator: Gail Robinson, Inside Schools
• Bill Jackson, Great Schools

10:30 - 10:45 a.m.
Exhibitor Showcase & Coffee Break
SIEPR Patio

10:45 a.m. - Noon
Concurrent Sessions

A. EWA Innovation Showcase
Alumni Center/LLL

These interactive sessions feature reporters, analysts and educators spotlighting efforts underway to harness the power of innovation to spark new approaches to K-12 and higher education. Learn about experimental tools, offerings and practices being made possible by emerging digital technologies, and gather new ideas for covering innovation on your own beat.

• Sally Downey, East Valley Institute of Technology, Mesa, Ariz., interviewed by Liz Willen, Hechinger Report, about new ways to mix rigorous academics and career training
• Jay McPhail, Riverside Unified School District (Riverside, Calif.), interviewed by Dayna Straehley, The Press-Enterprise, about digital instructional materials and mobile devices for students

• Sandra Okita, Columbia University, interviewed by Greg Toppo, USA Today, about robots being used for instruction in K-12 classrooms

• Wanda Longoria, Northside Independent School District (San Antonio, Texas), interviewed by Kelsey Sheehy, U.S. News & World Report, about new ways for teachers to share lessons online

B. How I Did the Story: Award-Winning Reporters Share Their Secrets
SIEPR/Koret 130

Winners of this year’s EWA National Awards for Education Reporting share the tips that led to their groundbreaking reporting on higher education topics, ranging from sexual assault on campus to malfeasance in university governance.

Moderator: Kenneth Terrell, EWA

• Jon Marcus, Hechinger Report, “Beat Reporting”
• Justin Pope, Associated Press, “Title IX and Sexual Assault on Campus”
• Jacqueline Rabe Thomas, Connecticut Mirror, “State Board of Regents Improprieties”

C. Closing the Gaps: Improving Outcomes and Opportunities for English–Language Learners
SIEPR/Koret 120

Despite intensive efforts by school districts, significant gaps remain for ELL students. Are educators focusing on the right targets? Which initiatives show the most promise, and how can they be replicated? How are schools responding to the shift to more ELL students coming from a broader range of language backgrounds?

Moderator: Kathryn Baron, EdSource Today

• Ashley Bessire, KIPP Austin Comunidad
• Patricia Gandara, University of California, Los Angeles
• Kenji Hakuta, Stanford Graduate School of Education

Noon - 12:15 p.m.
Exhibitor Showcase
SIEPR Patio

12:15 - 2:15 p.m.
Awards Ceremony and Luncheon
SIEPR/Koret 130

Keynote Speaker – Sal Khan

Khan Academy revolutionized education with a few simple videos in 2008. Now the academy has millions of visitors. In fact, the billionth math problem was recently answered on the academy website. Khan Academy founder Sal Khan offers his perspective on how U.S. education can be reimagined.

Introduction: John Merrow, Learning Matters

National Awards for Education Reporting – EWA honors winners of its 2012 reporting contest and announces the winner of the Fred M. Hechinger Grand Prize for Distinguished Education Reporting.

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The 2012 National Awards for Education Reporting

I. GENERAL NEWS OUTLETS, SMALL NEWSROOM
Print or online journalism publications with 25 or fewer FTE newsroom staffers. Written sources of education news, such as dailies and news blogs, are eligible.

A. Single-Topic News, Series or Feature:
   - **First Prize**—Gail Robinson, “Who Killed John Dewey High,” City Limits
   - **Second Prize**—Morgan Smith, “Death of a District,” The Texas Tribune
   - **Special Citation**—Reeve Hamilton, “Completion Crisis,” Texas Tribune

B. Beat Reporting:
   - **First Prize**—Jacqueline Rabe Thomas, Education Coverage in Connecticut, Connecticut Mirror

C. Investigative Reporting:
   - **First Prize**—Jacqueline Rabe Thomas, Keith M. Phaneuf, and Mark Pazniokas for their series on higher education improprieties within the state board of regents, Connecticut Mirror

D. Opinion:
   - **First Prize**—Robert Moore, El Paso Independent School District editorials, El Paso Times

II. GENERAL NEWS OUTLETS, MEDIUM NEWSROOM
Print or online journalism publications with a FTE newsroom staff of 26 to 100 employees. Written sources of education news, such as dailies and news blogs, are eligible.

A. Single-Topic News, Series or Feature:
   - **First Prize**—Ben Arnoldy, “Many Children Left Behind,” The Christian Science Monitor
   - **Second Prize**—Nate Rau, “Concussions: The Invisible Injury,” The Tennessean
   - **Special Citation**—Amanda Paulson, “How to Measure a Good Teacher,” The Christian Science Monitor

B. Beat Reporting:
   - **First Prize**—Benjamin Herold, Beat Reporting on Philadelphia Public Schools, WHYY/NewsWorks and The Philadelphia Public School Notebook

C. Investigative Reporting:
   - **First Prize**—Susan Ferriss, The Center for Public Integrity; Krissy Clark, KQED; and Vanessa Romo, KPCC for “Punishing Numbers”
   - **Second Prize**—Zahira Torres, El Paso School District Cheating Investigation, El Paso Times
   - **Special Citation**—Dan Kane, J. Andrew Curliss and Andrew Carter, UNC Academic Fraud, The News & Observer

D. Opinion:
   - **First Prize**—Robert Moore, El Paso Independent School District editorials, El Paso Times

III. GENERAL NEWS OUTLETS, LARGE NEWSROOM
Print or online journalism publications with a FTE newsroom staff of more than 100 employees. Written sources of education news, such as dailies and news blogs, are eligible.

A. Single-Topic News, Series or Feature:
   - **First Prize**—Denise-Marie Ordway, Jeff Kunerth, Stephen Hudak, and David Breen, FAMU Hazing Death, Orlando Sentinel
   - **Second Prize**—Daniel Golden, “Campus Spying,” Bloomberg
   - **Special Citation**—Justin Pope, Title IX and Sexual Assault on Campus, The Associated Press

B. Beat Reporting:
   - **First Prize**—Stephanie Simon, National Education Coverage, Reuters
   - **Second Prize**—Justin Pope, National Higher Education Beat, The Associated Press
   - **Special Citation**—Betsy Hammond, Oregon Education Reporting, The Oregonian

C. Investigative Reporting:
   - **First Prize**—David Jackson, Gary Marx, Alex Richards and Scott Strazzante, An Empty-Desk

Special Citation—Megan Boehnke, Higher Education Coverage in East Tennessee, Knoxville News Sentinel

And


2013 National Seminar of the Education Writers Association
Epidemic, Chicago Tribune

Second Prize—Jennifer Smith Richards and Bill Bush, Counting Kids Out, The Columbus Dispatch

And

Betsy Hammond, Diplomas Denied, The Oregonian

D. Opinion:
First Prize—Kate N. Grossman, Opinion Writing on Education in Chicago, Chicago Sun-Times

IV. EDUCATION-ONLY NEWS OUTLETS:
Print, online or broadcast journalism outlets that cover exclusively education, maintain editorial independence and are not published or produced by advocacy groups, professional organizations, higher education institutions, alumni periodicals or think tanks. There are no size restrictions.

A. Single-Topic News, Series or Feature:

Second Prize—Benjamin Herold, Connie Langland, Samantha Byles, Dale Mezzacappa, Paul Jablow, Michelle Schmitt, Paul Socolar, Wendy Harris, Joseph Kemp, Harvey Finkle, and Erika Owens, The Philadelphia Public School Notebook, with Todd Vachon and Jessica Kourkounis, WHYY/NewsWorks, for “College for a Few”

And

Goldie Blumenstyk, Scott Carlson, Tom Bartlett, Dan Berrett, Karin Fischer, Eric Hoover, Jack Stripling, Beckie Supiano, Jeff Young, Brad Wolverton, Robin Wilson, Aisha Labi, “College, Reinvented,” The Chronicle of Higher Education

Special Citation—Sara Neufeld, “A Promise to Renew in Newark,” The Hechinger Report, NJ Spotlight and WNYC

B. Beat Reporting:
First Prize—Sarah Carr, K-12 in the South, The Hechinger Report

Second Prize—Stacey Patton, Covering Graduate Education, The Chronicle of Higher Education

And

Jon Marcus, Higher Education Beat, The Hechinger Report

Special Citation—Jack Stripling, Covering College Leadership, The Chronicle of Higher Education

C. Investigative Reporting:
First Prize—Melody Petersen, “As Beef Cattle Become Behemoths, Who Are Animal Scientists Serving?”, The Chronicle of Higher Education

Second Prize—Nancy Mitchell, Rebecca Jones, Jordan Wirfs-Brock, and Jon Sisk, EdNews Colorado; Katie Kerwin-McCrinnon, Solutions; and Burt Hubbard, Laura Frank and Joe Mahoney, I-News Network for “Medical Marijuana and K-12 schools”

Special Citation—Brad Wolverton, Investigating College Athletics, The Chronicle of Higher Education

And

Sarah Garland and Jill Barshay of The Hechinger Report and Beth Fertig of WNYC for “Teaching the Teachers NYC”

D. Opinion:

Second Prize—Anthony Cody, A Teacher in Dialogue with the Gates Foundation, Education Week

Special Citation—Lawrence Blum, “Five Things High School Students Should Know About Race,” Harvard Education Letter

And


V. BROADCAST
Entries may include spot news, feature segments, special programs, newscasts, streamed online stories, or podcasts for television or radio journalism organizations that maintain editorial independence and are not produced by lobbying groups, professional organizations, educational institutions, alumni periodicals, advocates or think tanks.

A. Single-Topic News, Series or Feature:
First Prize—Jenny Brundin, “Trevista,” Colorado Public Radio

Second Prize—Beth Fertig and Patricia Willens, “Charters & Choices,” WNYC

Special Citation—Kyla Calvert, Katie Euphrat, and Nic McVicker, Student Homelessness in San Diego, KPBS

B. Beat Reporting:
First Prize—Dan Carsen, Education Beat Reporting, The Southern Education Desk/WBHM

Second Prize—Christine Jessel, Beat Reporting in Tennessee, The Southern Education Desk /WUOT-FM

Special Citation—Jenny Brundin, Beat Reporting, Colorado Public Radio
The 2012 National Awards for Education Reporting

C. Investigative Reporting:
   First Prize—Kavitha Cardoza and Ginger Moored, “American Graduate,” WAMU Public Radio
   Second Prize—John O’Connor and Sarah Gonzalez of State Impact Florida with WUSF and WLRN; and McNelly Torres and Lynn Wadde, Florida Center for Investigative Reporting, for “13th Grade (Remedial Education in Florida)”
   Special Citation—Kavitha Cardoza, “No Place Like Home,” WAMU Public Radio

VI. MAGAZINES AND WEEKLIES
Print and online magazines and weekly newspapers that are editorially independent and not published by advocacy groups. Examples of such outlets include The Atlantic, Miami New Times, The Texas Observer and Chicago Reader.
   A. Feature Reporting:
      First Place—Peg Tyre, “The Writing Revolution,” The Atlantic
      Special Citation—Peg Tyre, “Making the Grade: When Do Kids Deserve A’s?”, Family Circle
   B. Investigative Reporting:
      First Prize—Ron French, “Michigan’s Forgotten Four-Year-Olds,” Bridge Magazine

VII. EDUCATION ORGANIZATIONS AND EXPERTS
Content produced by advocacy groups, professional organizations, higher education institutions, alumni periodicals, think tanks, and individual advocates, activists and bloggers are eligible. Examples include the American School Board Journal, New America Foundation, Thomas B. Fordham Institute and School Reform News.
   A. Continuing Coverage of an Issue:
      First Prize—Mariko Nobori, Zachary Fink, David Markus, Vanessa Vega, “Schools That Work,” Edutopia
      Second Prize—Rachel Fishman, Financial Aid, New America Foundation
      Special Citation—Lisa Palmer, “Climate Science,” The Daily Climate, a publication of Environmental Health Sciences
   B. Best Blog:
      First Prize—Michael J. Petrilli, Flypaper, a publication of the Thomas B. Fordham Institute
      Second Prize—Frank D. LoMonte, Adam Goldstein and Sara Gregory, FERPA Fact, a publication of the Student Press Law Center
      And
      Ray Salazar, writer of The White Rhino: A Chicago Latino English Teacher
      Special Citation—Peter W. Cookson Jr., Thomas Dawson, Joni Finney, Jeff Selingo, Ben Wildavsky, and Chad Aldeman, The Quick and the Ed, a publication of Education Sector
### Judges

**Chief Judge: Tamara M. Cooke Henry, Ph.D.**

Philip Merrill College of Journalism, University of Maryland

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Nanette Asimov</td>
<td>San Francisco Chronicle</td>
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<tr>
<td>James Bettinger</td>
<td>Stanford University</td>
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<td>Daarel Burnette II</td>
<td>The Atlanta Journal Constitution</td>
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<td>Michael Alison Chandler</td>
<td>The Washington Post</td>
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<td>Martha Dalton</td>
<td>WABE News</td>
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<td>Eric Eyre</td>
<td>The Charleston Gazette</td>
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<td>Carole Feldman</td>
<td>The Associated Press</td>
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<td>Bill Graves</td>
<td>The Oregonian</td>
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<td>Richard Green</td>
<td>The Hartford Courant</td>
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<td>Cathy Grimes</td>
<td>Daily Press</td>
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<td>Danyell Irby</td>
<td>National Public Radio</td>
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<td>Cindy Johnston</td>
<td>National Public Radio</td>
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<td>Doug Lederman</td>
<td>Inside Higher Ed</td>
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<tr>
<td>Julia McEvoy</td>
<td>KQED</td>
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<tr>
<td>Nancy Mitchell</td>
<td>formerly of EdNews Colorado and now at the Colorado Department of Education</td>
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<tr>
<td>Dave Murray</td>
<td>MLive</td>
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<tr>
<td>Brock Read</td>
<td>The Chronicle of Higher Education</td>
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<tr>
<td>Monica Rhor</td>
<td>formerly of The Associated Press and Houston Chronicle and now a journalism instructor</td>
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<tr>
<td>Erin Richards</td>
<td>The Milwaukee Journal Sentinel</td>
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<tr>
<td>Jennifer Ruark</td>
<td>The Chronicle of Higher Education</td>
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<td>Scott Smallwood</td>
<td>The Chronicle of Higher Education</td>
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<td>Miles Smith</td>
<td>WJLA</td>
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<tr>
<td>Michael Squires</td>
<td>The Arizona Republic</td>
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<tr>
<td>Dorie Turner</td>
<td>formerly of the Associated Press and now at the Georgia Department of Education</td>
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Fred M. Hechinger Grand Prize for Distinguished Education Reporting Contest

<table>
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<tr>
<th>Year</th>
<th>Winner</th>
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<tbody>
<tr>
<td>1972</td>
<td>John Matthews, Washington Star</td>
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<td>1973</td>
<td>William Grant, Detroit Free Press</td>
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<td>1974</td>
<td>James Nolan and Linda Stahl, Louisville Courier-Journal</td>
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<td>1975</td>
<td>Jonathan Neumann, Daily Hampshire Gazette (Northampton, Mass.)</td>
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<td>1976</td>
<td>James Worsham and Marguerite Del Guidice, Boston Globe</td>
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<td>1977</td>
<td>Lou Antosh, Philadelphia Bulletin</td>
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<td>1978</td>
<td>Stanley Moulton and Laurel Sorenson, Daily Hampshire Gazette</td>
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<td>1979</td>
<td>Staff of 10 writers, Charlotte Observer</td>
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<td>1981</td>
<td>Mary Bishop, Thomas Ferrick, Jr. and Donald Kimmelman, Philadelphia Inquirer</td>
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<td>1982</td>
<td>Fred Anklam and Nancy Weaver, Clarion-Ledger (Jackson, Miss.)</td>
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<td>1983</td>
<td>Robert Frahm, Journal Times (Racine, Wisc.)</td>
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<td>1985</td>
<td>Janet Groat, Macon (Ga.) Telegraph &amp; Tribune</td>
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<td>1986</td>
<td>Ricardo Gandara, Albuquerque Tribune</td>
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<td>1987</td>
<td>Emily Sachar, New York Newsday</td>
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<td>1988</td>
<td>Team of 14 reporters from The Chicago Tribune</td>
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<td>1989</td>
<td>Emily Sachar, New York Newsday</td>
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<tr>
<td>1990</td>
<td>Ann Carnahan, Tony Pugh, The Rocky Mountain News</td>
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<tr>
<td>1991</td>
<td>Theresa Churchill, Ron Ingram and Carol Alexander, Herald &amp; Review (Decatur, Ill.)</td>
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1993 Stephen Henderson, The Lexington Herald-Leader
1994 Neil A. Borowski, Laura Bruch, Thomas Ferrick, Craig McCoy, Dale Mezzacappa, John Woestendiek, and Martha Woodall
1995 Dudley Althaus, The Houston Chronicle
1996 Robert Frahm and Rick Green, The Hartford Courant
1997 Jacques Steinberg, New York Times
1998 Deb Kollars, Sacramento Bee
1999 Tim Simmons, Raleigh News and Observer
2000 Kenneth Weiss, Los Angeles Times
2001 Patrick Healy, The Boston Globe
2002 Eric Eyre and Scott Finn, Charleston Gazette
2003 Christine Willmsen, Maureen O’Hagan, Seattle Times
2004 Joshua Benton, Holly Hacker and Herb Booth, Dallas Morning News
2005 Linda Lutton, Kati Phillips and Jonathan Lipman, Daily Southtown
2006 Jean Rimbach and Kathleen Carroll, The Bergen Record
2007 Martha Irvine and Robert Tanner, The Associated Press
2008 Blake Morrison and Brad Heath, USA Today
2009 Bob Hohler, Boston Globe
2010 Daniel Golden, John Hechinger and John Lauerman, Bloomberg News
2011 Daniel Golden and Oliver Staley, Bloomberg News

2013 National Seminar of the Education Writers Association
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1948-49 Harrison Fry, Philadelphia Evening Bulletin
1950-51 Herman Allen
1951-52 Jim Sunshine
1952-53 Millicent Taylor, Christian Science Monitor
1953-54 Noel Wical, Cleveland Press
1956-57 Fred Hechinger, New York Herald Tribune
1959-60 Peter Janssen
1964-65 G.K. Hodenfield, Associated Press
1965-66 Terry Ferrar, New York Herald Tribune
1966-67 Mike Salsinger, Detroit News
1968-69 Marty Buskin, Newsday
1970-71 Cynthia Parsons, Christian Science Monitor
1972-73 Pat Doyle, Kansas City Star
1974-76 Jack Kennedy, Wichita Eagle
1977-78 Bette Orsini, St. Petersburg Times
1979-80 William Grant, Detroit Free Press
1981-82 David Bednarek, Milwaukee Journal
1983-84 Anne Lewis, Education USA
1985-86 Mike Bowler, Baltimore Sun
1987-88 Jim Killackey, Daily Oklahoman
1989-90 Marilyn A. Posner, Observer-Reporter
1991-92 Larry J. Hayes, Fort Wayne Journal Gazette
1993-94 Aleta Watson, San Jose Mercury News
1995-96 Robert Frahm, Hartford Courant
1997-98 Bill Graves, Oregonian
1999-2001 Kit Lively, Chronicle of Higher Education
2002-03 Robin Farmer, Richmond Times Dispatch
2004-05 Mary Jane Smetanka, Star Tribune
2006-07 Linda Lenz, Catalyst
2007-09 Richard Whitmire, USA Today
2009-11 Dale Mezzacappa, Philadelphia School Notebook

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Vicki Grenz | vgrenz@calcharters.org | 916-949-9659
CALCHARTERS.ORG/MEDIA

CCSA California Charter Schools Association
Speaker Biographies

Dakarai Aarons is the director of education outreach and policy at CommunicationsWorks LLC, a communications firm dedicated to supporting education, youth development, civil rights, and community building. Before joining CommunicationWorks, Aarons worked as a staff writer at Education Week covering local school districts. Prior to his work with Education Week, he covered local and state education at The Commercial Appeal newspaper in Memphis. Aarons currently serves as a board member of the national Education Writers Association and is a former committee chairman of the National Association of Black Journalists. He holds a degree in journalism from the University of Nebraska-Lincoln. Contact him at daarons@communicationsworks.com or @d_aarons.

Stephen Abbott is director of communications for the Great Schools Partnership and New England Secondary School Consortium. He is also the assistant director of the Maine Writers & Publishers Alliance, a nonprofit organization that supports and promotes writers, publishers, and literary professionals in Maine. He has over a decade of experience as a writer, magazine editor and communications professional. Abbott was previously a copywriter and publicist for Columbia University Press. He holds a bachelor's degree in literature and literary theory from Sarah Lawrence College. Contact him at sabbott@greatschoolspartnership.org.

Josefina Alvarado-Mena serves as the CEO of Safe Passages, leading citywide children's initiatives spanning the age continuum of birth to young adulthood. In this role, Alvarado-Mena led the collaborative efforts to design and implement Oakland Elev8, a full-service community schools initiative that now represents a partnership of over 40 public and private organizations and has leveraged over $20 million in local funding. Prior to joining the Safe Passages team, Alvarado-Mena headed the Department of Student, Family and Community Services for the Oakland Unified School District. She began her legal career representing low-income Latino and African-American students in school discipline, special education, discrimination, and language rights cases. Alvarado-Mena has received many awards and honors during 15 years of senior management experience in the public, nonprofit and philanthropic sectors in Oakland. She holds a bachelor's degree in ethnic studies and a law degree from University of California, Berkeley. Contact her at jalvarado@oaklandnet.com.

Anthony Antonio is an associate professor at the Stanford Graduate School of Education and associate director of Stanford Institute for Higher Education Research (SIHER). His current research explores the development of college-going cultures as well as the impact of racial and cultural diversity on higher education. Prior to joining Stanford, Antonio worked

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Speaker Biographies

as a research analyst at UCLA’s Higher Education Research Institute. He holds a bachelor’s in mechanical engineering from the University of California, Berkeley, a master’s in mechanical engineering from Stanford University, and a master’s in education and a doctorate in higher education from University of California, Los Angeles. Contact him at aantonio@stanford.edu.

Agustin Armendariz is the senior data analyst at Center for Investigative Reporting (CIR), hired on to help start the California Watch project. He did the mapping and analysis for the award-winning “On Shaky Ground” series, and routinely works with reporters across the organization to help advance stories. Before joining CIR, he worked at The San Diego Union-Tribune as a database specialist on the watchdog reporting team. Prior to The San Diego Union Tribune, he worked for the Center for Public Integrity and contributed to the “Buying of the President 2004,” which was a New York Times bestseller. He holds a master’s degree in journalism from American University in Washington, DC. Contact him at aarmendariz@cironline.org or @agustinCW.

Stephanie Banchero is a national education reporter for The Wall Street Journal and president of the EWA Board of Directors. She covers national and state K-12 education issues. Prior to joining the Journal in April 2010, Banchero served as a national education reporter for the Chicago Tribune for 13 years where she covered statewide and national education issues. Previously, Banchero worked as a reporter at the Charlotte Observer, Philadelphia Inquirer and the Salt Lake Tribune. She has been awarded numerous citations for her work, including a 2006 first place feature award from EWA and a 2004 first place award from EWA and the Missouri School of Journalism. Both years, she was a finalist for EWA’s Fred M. Hechinger Grand Prize for Distinguished Education Reporting. She also received honorable mentions from the Casey Journalism Center on Children and Families. From September 2008 to May 2009, Banchero served as a Knight Fellow at Stanford University. She received a bachelor of arts from the University of Utah in communications and a master’s degree in journalism from the Columbia Graduate School of Journalism. Contact her at stephanie.banchero@wsj.com or @sbanchero.

Sir Michael Barber currently serves chief education advisor for Pearson, leading Pearson’s worldwide program of research into education policy, advising on and supporting the development of products and services that aid the world’s poor and developing regions. Prior to Pearson, Barber was a partner at McKinsey & Company and head of McKinsey’s global education practice. Before joining McKinsey, he was chief adviser on delivery to the British Prime Minister, responsible for the oversight of implementation of the Prime Minister’s priority programs in health, education, transport, policing, the criminal justice system and asylum/immigration. Between 1997 and 2001, he was chief adviser to the Secretary of State for education on school standards in England. Prior to joining government Barber was a professor at the Institute of Education, University of London. He is the author of several books, including Instruction to Deliver: Fighting to Reform Britain’s Public Services. Contact him via Susan Aspey at susan.aspey@pearson.com or @MichaelBarber9.

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Jean Desravines assumed the role of chief executive officer of New Leaders in February 2011. Prior to his appointment as CEO, Jean served as chief officer for cities and policy at New Leaders for five years. In that role, Desravines oversaw the management of all city teams, including the launch of five of the organization’s 12 sites, and the organization’s national public policy and public funding work. Before joining New Leaders, he served as senior counselor to the chancellor of New York City’s public school system. Desravines has also served as the executive director for the Office of Parent and Community Engagement, chief of staff to the senior counselor for education policy, and director for community relations at the New York City Department of Education, as well as director of organizational development and community programming for the Faith Center for Community Development, Inc. Desravines earned a bachelor’s in history from St. Francis College and a master’s degree in public administration from New York University. Contact him at jdesravines@newleaders.org.

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Arne Duncan became U.S. Secretary of Education on Inauguration Day, Jan. 20, 2009. Prior to his appointment, Duncan served as the chief executive officer of the Chicago Public Schools from June 2001 through December 2008. Prior to joining the Chicago Public Schools, Duncan ran the nonprofit education foundation Ariel Education Initiative (1992-1998), which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum, the Ariel Community Academy, which today ranks among the top elementary schools in Chicago. Contact him via Daren Briscoe at Daren.Briscoe@ed.gov or @arneduncan.

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Thomas Friedman won the 2002 Pulitzer Prize for commentary, his third Pulitzer for The New York Times. In 2005, he was elected as a member of the Pulitzer Prize Board. Friedman joined The Times in 1981 and was appointed Beirut bureau chief in 1982. In 1984, he was transferred from Beirut to Jerusalem, where he served as Israel bureau chief until 1988. He was awarded the 1983 Pulitzer Prize for international reporting (from Lebanon) and the 1988 Pulitzer Prize for international reporting (from Israel). Friedman’s book, “The World is Flat: A Brief History of the 21st Century,” was released in April 2005 and won the inaugural Goldman Sachs/Financial Times Business Book of the Year award. In 2004, he was awarded the Overseas Press Club Award for lifetime achievement and the honorary title, Order of the British Empire (OBE), by Queen Elizabeth II. His book, “From Beirut to Jerusalem” (1989), won the National Book Award for nonfiction in 1989. Friedman received a bachelor’s degree in Mediterranean studies from Brandeis University in 1975. In 1978, he received a master of philosophy degree in Modern Middle East studies from Oxford. Friedman is married and has two daughters. Contact him via gwenn.gorman@nytimes.com or @tomfriedman.

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Sterling Speirn is president and CEO of the W.K. Kellogg Foundation in Battle Creek, Mich., one of the largest private foundations in the United States. The foundation works with communities to create the conditions of success for vulnerable children. It seeks to increase the number of children who are born healthy, enter kindergarten ready to learn, are successful and proficient by the end of third grade, and as a result are on their way to high school graduation and career and college access. In addition, the foundation has identified priority places to concentrate an increasing portion of its annual grantmaking: Michigan, Mississippi, New Mexico and New Orleans in the United States, and in Mexico and Haiti for its Latin America and Caribbean programming. Before joining the Kellogg Foundation, Speirn was president of the Peninsula Community Foundation, headquartered in Silicon Valley, where he led its asset growth from $60 million to $600 million. Speirn began his career as a 7th and 8th grade English teacher in Cleveland, Ohio. He also has worked for the U.S. Department of the Interior in Washington, D.C. Sterling earned his bachelor’s degree in political science from Stanford University and holds a law degree from the University of Michigan. Contact him at sterling.speirn@wkkf.org.

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Speaker Biographies

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Greg Toppo is the national K-12 education reporter for USA Today. Toppo taught in both public and private schools for eight years before moving into journalism. His first job was with the Santa Fe New Mexican, a 50,000-circulation daily. He worked for four years as a wire service reporter with the Associated Press, first in Baltimore and then in Washington, D.C., where he became the AP’s national K-12 education writer. He came to USA Today in 2002 and in 2005 broke the Armstrong Williams “pay for punditry” story that launched a widespread look at government propaganda. Toppo also co-led the USA Today team that in 2011 looked at educator-led cheating on standardized tests. The paper’s series prompted the Washington, D.C., inspector general to investigate high erasure rates in D.C. schools. Toppo was also a 2010 Spencer fellow at Columbia University's Graduate School of Journalism. He is a graduate of St. John's College in Santa Fe, N.M. Contact him at gtoppo@usatoday.com or @gtoppo.

Mark Triplett is the principal of Urban Promise Academy (UPA), a public middle school in the Fruitvale neighborhood of Oakland, Calif. UPA is a small school by design, with a student body that is 94 percent Latino, 2 percent African American, 2 percent Asian, and 2 percent multi-ethnic. Fifty-six percent of students are English learners while another 41 percent have been redesignated as Fluent English Proficient students. Ninety-six percent of students qualify for free and reduced lunch. During his five-year tenure, the school has gained 116 points in API, the state's school performance index. The math proficiency has tripled and the English proficiency nearly doubled. Prior to coming to UPA, Mark was the program director at the San Francisco Education Fund, where he led professional development and leadership training for teachers. He is a Fulbright scholar and a New Leaders for New School alumni. He taught English and history for seven years in public high schools in New York City and Washington, D.C. Mark earned his bachelor's in history at the University of Colorado, Boulder, and his masters in education at George Washington University. He has two daughters in Oakland public schools. Contact him at mrmtrip@yahoo.com.

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Nicole Veltzé has 20 years of experience in education, beginning as a Teach for America corps member in Oakland, CA in 1993. Veltzé started her career with Denver Public Schools as principal at Cole Middle School. Within two years at Cole, Veltzé was promoted to Northeast Area Assistant Superintendent serving from 2004-2006. Recognized for her leadership as an Area Assistant Superintendent, Veltzé was asked to serve as principal of Skinner Middle School one of the lowest performing middle schools in the district. Within five years under Veltzé’s leadership, Skinner outpaced all expectations for school turnaround. Again, recognized for her success with school turnaround, Veltzé was selected as the principal of North High School in 2011. Contact her at Nicole_veltze@dpsk12.org.

Randi Weingarten is president of the 1.5 million-member American Federation of Teachers, AFL-CIO. She was elected in July 2008, following 11 years of service as an AFT vice president. Weingarten served for 12 years as president of the United Federation of Teachers, AFT Local 2, representing approximately 200,000 nonsupervisory educators in the New York City public school system, as well as home child care providers and other workers in health, law and education. For 10 years, Weingarten chaired New York City’s Municipal Labor Committee, an umbrella organization for the city’s 100-plus public sector unions, including those representing higher education and other public service employees. From 1986 to 1998, Weingarten served as counsel to UFT president Sandra Feldman. A teacher of history at Clara Barton High School in Brooklyn’s Crown Heights from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues. She worked as a lawyer for the Wall Street firm of Stroock & Stroock & Lavan from 1983 to 1986. Weingarten holds degrees from Cornell University’s school of industrial and labor relations and the Cardozo School of Law. Contact her at rweingar@aft.org or @rweingarten.

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Share My Lesson was developed by the American Federation of Teachers and TES Connect, the largest network of teachers in the world. Share My Lesson is a place where educators can come together to create and share their very best teaching resources. Developed by teachers, for teachers, this free platform gives access to high-quality teaching resources and provides an online community where teachers can collaborate with, encourage and inspire each other.

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