



TASK FORCE REPORT

APRIL 2019

Foreword

The accompanying report presents a comprehensive accounting of **Exceed the Need: An Extraordinary Teacher in Every Stockton Classroom**. This effort exemplifies the ingenuity and passion of the educators of Stockton, whose greatest desire is to serve the students of Stockton in an outstanding way.

This report represents a collaborative effort of charter & district school systems, together with teacher preparation organizations, to determine the best way to solve the teacher shortage in Stockton schools. The work of the Exceed the Need task force has been significantly assisted by the generous, earnest, and thoughtful insights of individuals across the Stockton community who have provided invaluable input to support our efforts. The Exceed the Need team is committed to working in partnership to realize the possibility of making Stockton a fantastic place to teach and learn.

Task Force Members

- Diane Carnahan Teachers College of San Joaquin
- John Deasy Stockton Unified School District
- Faimous Harrison California State University Stanislaus, Stockton Center
- Nikolas Howard Stockton Unified School District
- Robert G. Humphreys Jr. Humphreys University
- Clem Lee ABLE Charter Schools
- Lisa Lee Stockton Collegiate International Schools
- Cathy Nichols-Washer Lodi Unified School District
- Ben Ochstein KIPP Bay Area
- Christina Rusk University of the Pacific
- Anthony Solina Aspire Public Schools

Additional Reviewers

- Brian Biedermann Stockton Unified School District
- Myra Machuca Principal - Nightingale Charter School
- Heather Muser Consultant
- Mary Pedraza Principal - Hamilton School

Facilitators

- Elise Darwish Ensemble Learning
- Don Shalvey Bill & Melinda Gates Foundation

Introduction

The Context.

The city of Stockton is the thirteenth largest city in California, with a dynamic, multi-ethnic and multi-cultural population of about 300,000. Data reveal a highly diverse population that is

- 40% Hispanic
- 37% Caucasian
- 21.5% Asian
- over 12% African American
- 6.9% mixed race.

Languages spoken by residents include Spanish, Tagalog, Mon-Khmer and Cambodian.

Stockton is a five-time All-America City award-winner with professional sports teams, music, theater, dance, literary events, and other cultural and entertainment activities. It is also home to several well-known institutions of higher education, including the University of the Pacific, California State University Stanislaus-Stockton, San Joaquin Delta Community College, Humphreys University and School of Law, Teachers College of San Joaquin, and a variety of private and vocational schools.

Stockton's challenges include a high crime rate, high obesity rates, and low literacy rates. Just 17% of adult Stockton residents have a bachelor's degree. However, in spite of its many challenges, Stockton holds incredible promise.

Our Challenge.

Since 2008, we've seen a massive national teacher shortage, particularly in mathematics, science, and special education (Darling-Hammond, Sutcher, Carver-Thomas, 2018).

- As of 2017, 90,000 teaching positions remained unfilled or underfilled across the country.
- In 2017-28, 80% of California districts reported a teacher shortage, which they were forced to address by increasing class sizes and/or filling positions with under-prepared teachers without full credentials.
- The California Department of Education estimates that the need for new teachers is approximately twice the current graduation rate in teacher preparation programs.
- Applications and enrollments in teacher education programs have dropped 70% in the last ten years.

The teacher shortage in California impacts all districts. In a fall 2017 survey of districts that represented a quarter of the state's enrollment, 80% of those districts reported a shortage for 2017-18, and over 20% of all California classroom teachers are currently teaching with emergency credentials (Darling-Hammond, Sutcher, Carver-Thomas, 2018). Locally, Stockton schools and districts, district and charter alike, are even more severely impacted. 6% to 54% of Stockton teachers, leading almost 200 classrooms, remain under-credentialed.

Facing the Challenge.

To address this challenge, a group of school systems, teacher training institutions and a nonprofit organization came together to create the **Exceed the Need: An Extraordinary Teacher in Every Stockton Classroom** task force, with two objectives:

1. Develop a strong network of individuals and institutions committed to solving this teacher shortage issue.
2. Create a plan with short- and long-term recommendations for how this need for high-quality teachers can best be met.

The Barriers

As stated, the teacher shortage is a nationwide problem, particularly in the areas of math, science, and special education (Darling-Hammond, Sutcher, Carver-Thomas, 2018). In addition to the challenges presented by this nationwide pipeline deficit, the task force has identified barriers that are unique to Stockton.

California:

Bureaucracy.

California's credentialing system is expensive and difficult to navigate. Candidates are required to take several demanding exams (Darling-Hammond, Sutcher, Carver-Thomas, 2018), undergo fingerprinting and TB testing, and submit various documents and applications. This process takes time and causes frustration. In addition to teacher preparation, the monetary cost is approximately \$1,000 per credential, so even fully-credentialed teachers bear a significant financial burden. On average, students borrow \$20,000 for a bachelor's degree and double that for advanced degrees (U.S. Department of Education, 2016). A student's choice of career is directly correlated to the amount of debt he or she accrues during schooling, and lower salaries make teaching a less appealing option (Podolsky and Kini, 2016).

City of Stockton:

Reputation.

Unfortunately, Stockton is known for its high crime rate and lack of opportunity, made worse by several prison facilities, an intersection of freeways conducive to the drug trade, a prevalence of sex trafficking, and a perceived lack of employment opportunities. Unsurprisingly, this negative reputation impacts teacher recruitment. Additionally, the former instability of leadership in local government and the Stockton Unified School District's superintendency, along with a budget crisis and massive layoffs, have hindered the recruitment efforts of the districts serving Stockton students.

School Systems:

Identification of Mentor Teachers.

Properly preparing teacher candidates requires strong mentors and model teachers. Identifying these exceptional educators is extremely important, but there are significant challenges presented by contractual issues and limitations on time and money. There are often far too few experienced teachers to act as mentors – particularly in specific high-need subject areas.

Working Conditions

Stockton teachers have frequently left the teaching profession due to poor working conditions. This is a statewide issue, as a survey of California teachers (Harris, 2002) found that teachers in high-minority, low-income schools report significantly worse working conditions – including poorer facilities, insufficient textbooks and supplies, fewer administrative supports, and larger class sizes – than in other states. A recent report on teacher shortages (Darling-Hammond, Sutcher, Carver-Thomas, 2018), indicated that districts with the highest rate of low-income students and English learners were three times as likely to have non-credentialed or underprepared teachers (American School Leader Panel, 2017; Podolsky and Sutcher, 2016). “Wealthier districts with more resources and more desirable working conditions poach teachers from poorer districts. This is one reason shortages are particularly acute in high-poverty schools” (Memo from California Department of Education to members of the State Board of Education, 2016; Podolsky and Sutcher, 2016).

Leadership

Teachers' plans to stay in teaching, and their reasons for leaving, are strongly associated with how they feel about administrative support, resources for teaching, and teacher input into decision making (Carver-Thomas and Darling-Hammond, 2017; Darling-Hammond, Sutcher, and Carver-Thomas, 2018; Darling-Hammond, 1997; Ingersoll, 2001, 2002; Podolsky and Sutcher, 2016). Further, there are significant differences in the support teachers receive in high- versus low-wealth

schools. Extensive research in *all* career fields reveals an employee's supervisor to be the most crucial factor in retaining talent – and in schools, this supervisor is normally the principal. In 2013, 55% of teachers who left their district or the profession as a whole cited a lack of administrative support as one of their top reasons for doing so (Darling-Hammond, Sutchter, and Carver-Thomas, 2018).

Induction

If teachers do not feel effective in their role, they are likely to leave the profession. A number of studies have found that well-designed mentoring programs improve retention rates for new teachers while also improving their attitudes, instructional skills, and feelings of efficacy. Districts like Cincinnati, Columbus and Toledo Ohio, and Rochester New York, have reduced attrition rates of beginning teachers by more than two-thirds (often from levels exceeding 30% to rates of under 5%) by providing expert mentors who are given the time to coach beginners in their first year on the job (NCTAF, 1996). These young teachers stay in the profession at higher rates and become competent much more quickly than those who are forced to learn through trial and error.

Teacher Preparation:

Complexities of the classroom

Stockton teachers have a multitude of training needs. In addition to requiring the pedagogical expertise to teach, the deep content knowledge of their subject(s), and the ability to build relationships, they face the significant challenge of teaching students who have experienced trauma and/or are exposed to trauma on an ongoing basis. Addressing the learning and emotional needs of such students is a new training challenge. Teacher preparation must provide qualitative training that addresses these needs in the context of a quality clinical (classroom) experience. The student teaching experience is critical, as a recent NCES report found that 29% of new teachers who had never been student teachers left within five years, as compared with only 15% of those who had been (Darling-Hammond, Sutchter, and Carver-Thomas, 2018; Henke, et al., 2000). This same study found that 49% of uncertified new teachers left within five years, as compared to only 14% of those who were certified (see also, Ingersoll, Merrill, and May, 2012).

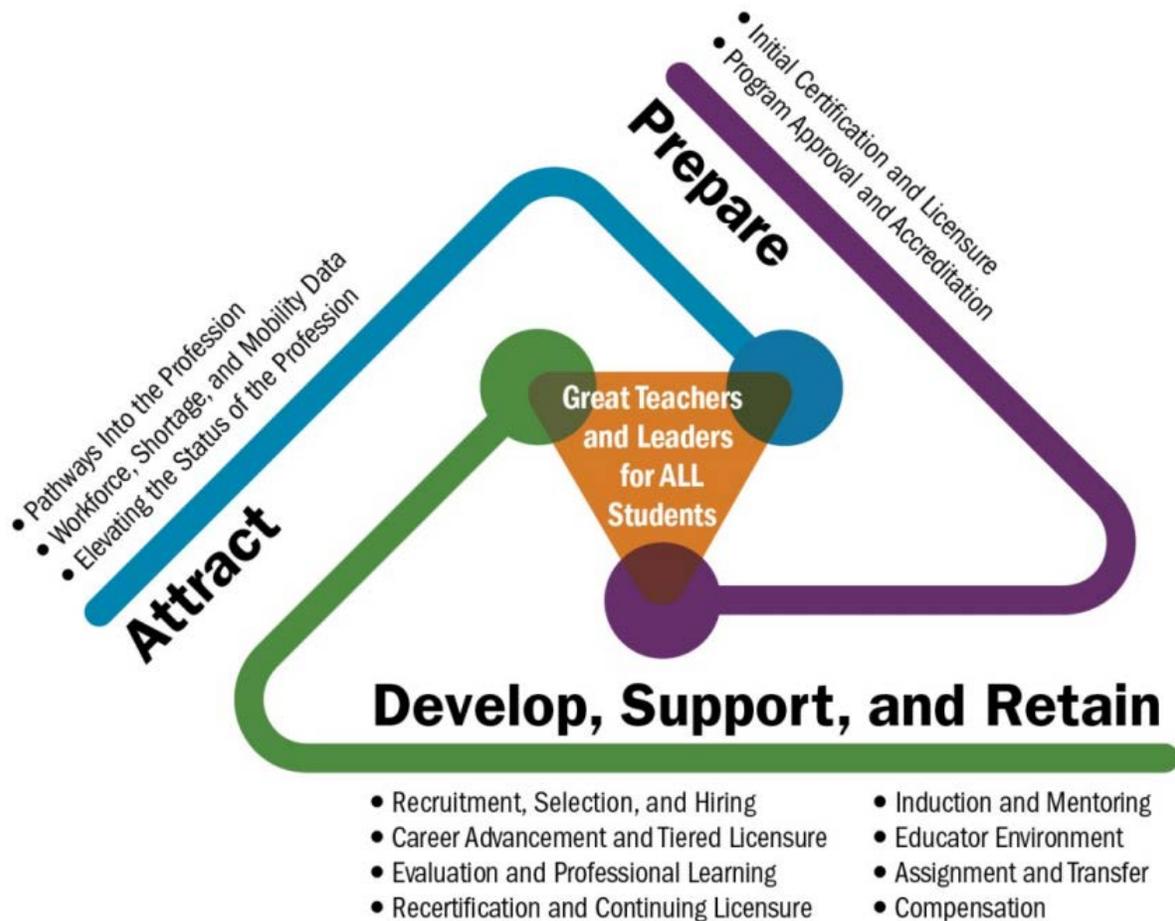
Teaching as a Career:

Different values

Millennial teachers often have different values than teachers from previous generations. They often seek leadership positions earlier, and value feedback and work-life balance over job security. Supporting this assessment, in 2013, 66% of teachers leaving the profession have cited a lack of advancement opportunities as their top reason (Darling-Hammond, Sutchter, and Carver-Thomas, 2018). This challenge is particularly complicated in Stockton, as options for higher paying jobs are more readily available in the Bay Area. Additionally, younger people have been discouraged from seeking jobs without security, and the massive teacher layoffs during the Great Recession have made teaching a generally less attractive profession (Darling-Hammond, Sutchter, and Carver-Thomas, 2018). In recent years, the teaching profession has seen frozen salaries, layoffs, increased class sizes, fewer materials, fewer supports, and has become the subject of public policy debates. All of these factors have significantly impacted the public perception of teaching as a viable career option, pushing younger teachers further away from the field (Sawchuk, 2014).

Recommendations

To place an exceptional teacher in every Stockton classroom, we have developed a set of long- and short-term recommendations to address the teacher shortage in the three different phases of a teacher's career: 1) attracting teachers, 2) preparing teachers and 3) developing, supporting and retaining teachers. All three of these transition points are opportunities to decrease the shortage.



- **Attracting teachers:** Increasing the pipeline of individuals who want to become teachers helps decrease the number of openings.
- **Preparing teachers:** Teachers who feel better prepared and competent stay in teaching longer (Darling-Hammond, Sutcher, and Carver-Thomas, 2018; Henke, et al., 2000; Ingersoll, Merrill, and May, 2012). Keeping teachers in their roles longer provides fewer openings for new teachers to fill.
- **Developing, supporting and retaining teachers:** An average school system loses 20% of its teachers a year. With additional supports and practices, teachers will stay in the profession longer. This increases student achievement while simultaneously reducing the need for new teachers.

Attracting Teachers.

Recommendation 1: Market Stockton as a Teaching Destination.

Short-term recommendation: Create a one-page in-depth profile of Stockton and all available teacher preparation programs.

Long-term recommendation: The City of Stockton launches a marketing and outreach campaign, including videos, to attract teachers to Stockton. The campaign would target education sites and existing national recruitment programs.

Recommendation 2: Support Paraprofessionals, After School Staff and Instructional Assistants.

Short-term recommendation: Hold professional development seminars for paraprofessionals, after school staff and instructional assistants about opportunities and requirements to become a teacher.

Long-term recommendation: Create a place in every school district in Stockton where these support staff can learn specifically how to become a teacher and be provided with a pathway to get there.

Recommendation 3: Summer Fellowship for Interested Students.

Short-term recommendation: Explore the creation of a program focused on providing summer teaching fellowships to underserved youth in high school and college.

Long-term recommendation: Identify sustainable funding of \$150,000 to fund an organization created to provide summer teaching fellowships.

Recommendation 4: Stockton Teacher Recruitment.

Short-term recommendation: Raise \$250,000 to create an organization for facilitating entrance into a teacher preparation program for all interested teachers.

Long-term recommendation: With support from all teacher and principal preparation organizations, create an organization for facilitating entrance into a teacher preparation program for all interested teachers, with scholarship opportunities funded by local businesses.

Preparing Teachers.

Recommendation 1: Common Teacher Preparation Standards

Short-term recommendation: Hiring districts and teacher preparation organizations create common quality standards for teacher training that are aligned with the needs of Stockton.

Long-term recommendation: All teacher preparation organizations agree and report out on metrics aligned with the standards.

Recommendation 2: Teacher Scholarships

Short-term recommendation: Raise \$50,000 to support the credentialing, hiring and additional cost of teachers in Stockton.

Long-term recommendation: Any teacher who agrees to teach in Stockton would have their test fees and other credentialing costs paid for through a scholarship fund.

Recommendation 3: Mentor Teacher Status.

Short-term recommendation: Create criteria for granting mentor/supervising teacher status, to be agreed upon by teacher training and hosting districts.

Long-term recommendation: All mentor/supervising teachers, and district and charter instructional coaches, are encouraged and supported in becoming adjunct faculty at partner institutions of higher education.

Long-term recommendation: All supervising teachers receive leadership training.

Recommendation 4: Training Facilities.

Short-term recommendation: Each district identifies at least two sites for teacher credentialing classes to be held, where pre-service candidates could also meet observation requirements.

Long-term recommendation: All clinical practice and coursework for teacher preparation is held at a school site, thus leveraging the expertise and modeling of classroom practices happening in the school. Teaching candidates would practice instructional techniques in classrooms with students.

Recommendation 5: High School Pathways.

Short-term recommendation: Create a high school educator pathway program within an existing or planned school, specifically for students interested in becoming teachers.

Long-term recommendation: Create an early college pathway from high school into a guaranteed community college or four-year university placement for prospective teachers.

Recommendation 6: Teacher Residencies.

Short-term recommendation: Increase the available teacher residency spots to 80 for teaching candidates in Stockton, including new residency programs or expanding the capacity of both pre-BA or post-BA programs.

Long-term recommendation: Increase the available teacher residency spots to 150 for teaching candidates in Stockton.

Developing, Supporting, and Retaining Teachers.

Recommendation 1: Induction Program

Short-term recommendation: Receive a waiver from the California Credentialing Commission to create a customized teacher induction program.

Long-term recommendations: Develop and implement an induction program for all Stockton teachers in charters and districts serving Stockton students. The supports should also be expanded to teachers with Provisional Intern Permits (PIP) and Substitute Teacher Incentive Plans (STIP).

Recommendation 2: Home Loans

Short-term recommendation: Identify banks or credit unions that will provide low interest or zero interest home loans.

Long-term recommendations: As part of the Stockton marketing campaign, widely advertise the ability to buy a home in Stockton with low-cost loans.

Recommendation 3: Veteran Teacher Development Program

Short-term recommendation: Pilot the criteria and cost for a veteran teacher development program that includes compensation for time spent to refine his or her craft through a personalized plan of study after six years of teaching in Stockton. This may also include support for teachers to earn their master's degree.

Long-term recommendations: Roll out the program in all districts serving Stockton students.

Recommendation 4: Principal Pipeline and Development

Short-term recommendation: Create a leadership development program for principals in order to support their efforts in being highly effectively managers of teachers.

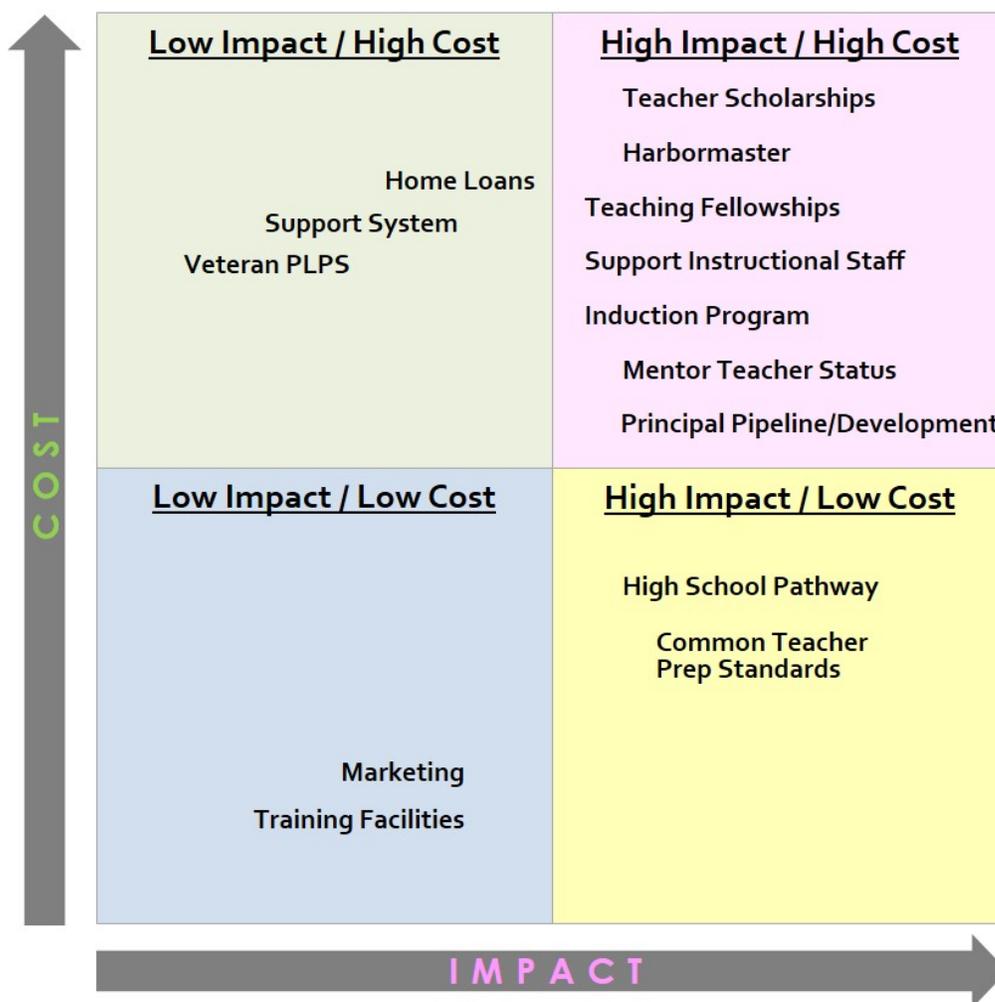
Long-term recommendation: Implement the leadership development program to serve 25% of all new principals in Stockton schools.

Recommendation 5: Support System

Short-term recommendation: Through extensive data collection, identify the needs and solutions to create a social-emotional support system for students and adults in Stockton schools.

Long-term recommendation: Implement the social-emotional support system in the highest need schools in Stockton.

Summary of Recommendations:



TASK FORCE BIOGRAPHIES



Diane Carnahan

President

Teachers College of San Joaquin

dcarnahan@sjcoe.net

Dr. Diane Carnahan has taught K-5th grades and worked with teachers, students and community members over the last 30 years. She has been a consultant on a variety of California Department of Education committees; Regional Director for WestEd's K-12 Alliance organization, provided professional development activities in math and science and served as a teacher consultant with the Bay Area Writing Project. Diane is currently the President at TCSJ. Particular areas of interest include integration of academics and career technical education, project-based learning, creating 21st Century learning environments, and teaching practices that prepare students for college and career readiness. Carnahan has a BA from San Jose State University, a M.Ed. in Integrated Mathematics and Science from Fresno Pacific University and a doctorate in Curriculum and Instruction from the University of the Pacific.



John E. Deasy

Superintendent of Schools

Stockton Unified School District

jdeasy@stocktonusd.net

Dr. John Deasy became superintendent of Stockton Unified School District on June 1, 2018. He is a former superintendent of the Los Angeles Unified School District, the Santa Monica-Malibu Unified School district, Prince George's County Public Schools in Maryland and Coventry Schools, Rhode Island. Dr. Deasy coaches current and emerging national education leaders, and is active on a number of boards, including UnboundED, College Summit and Cambiar. He is Board chair of Reset: New Day, New Year, an alternative prison for young men, and he is editor-in-chief of *The Line*, a magazine dedicated to civil discourse on pressing social issues, including education and social justice. Dr. Deasy earned his Doctorate from the University of Louisville in Kentucky, and his bachelor's and master's degrees from Providence College, Rhode Island.



Faimous Harrison

Dean of the Stockton Center

California State University Stanislaus

fharrison@csustan.edu

Dr. Harrison came to Stanislaus State from Central Washington University where he was the regional director for campuses and community partnerships. He also served as director for Central Washington – Lynnwood. He has a strong scholarship and business background, offering solid credentials and strengths in educational operations, administration, entrepreneurial spirit, and academic and student service leadership. He is recognized for fostering a positive collaborative environment among students, faculty, staff and peers, and creating a culture that promotes development, creativity, comprehension, and understanding. Harrison is known for his organizational, analytical, planning, problem solving, time management skills, and an ability to effectively educate, lead, develop, and motivate others. Skilled in reviewing/implementing specific standards and developing innovative programs, goals and strategic initiatives, he was the 2015-16 President of the National Association of Branch Campus Administrators, and is a national and international external reviewer.



Nikolas Howard

Executive Director, Human Capital Development
Stockton Unified School District
NAHoward@stocktonusd.net

Nikolas Howard is the founding Executive Director of Teach For America-California Capital Valley. Nik joined Teach For America in 2003 as a middle school special education teacher in Philadelphia, has coached new teachers in New York City Public Schools and the Los Angeles Unified School District, and served as an Assistant Principal and Principal at View Park Prep Middle School in Los Angeles. In his four years at View Park, he and his dedicated teachers and students collectively raised the school's Academic Performance Index to a high of 822 and a similar schools rank of 10 out of 10. Upon relocating to

northern California, he served as the founding Director of the Sacramento READS Literacy by Third Grade campaign. In 2012, Nik and a committed group of supporters launched Teach For America in Sacramento. Since launching, Teach For America-Capital Valley has grown from 16 teachers serving in 6 Sacramento schools and 80 local alumni to over 50 teachers serving in almost 30 schools in Sacramento, Stockton, Avenal and Delano, with over 250 local alumni.



Robert G. Humphreys Jr.

President
Humphreys University
bob.humphreys@humphreys.edu

Robert Humphreys Jr. has been with the college since 2003. He was promoted from Dean of Instruction to Provost and Academic Vice President, and took the role of President in 2014. Humphreys holds a bachelor's degree in economics and mathematics from University of California, Santa Barbara, a master's in business administration from University of the Pacific's Eberhardt School of Business, and a doctorate in education from Claremont Graduate University. Prior to joining the college, he was a senior financial analyst at several technology companies in the San Francisco and San Diego areas.



Clem Lee

Associate Superintendent
ABLE Charter Schools
Clem.Lee@ablecharter.com

Clem Lee is the associate superintendent at ABLE Charter Schools – ABLE is the *Humphreys College Academy of Business, Law, and Education* serving grades 6-12. A former local politico, Clem served on the Stockton Unified School District Board of Trustees, the Stockton City Council, and the San Joaquin County Planning Commission. He is a career educator in his thirtieth year. ABLE is a unique public charter school, affiliated with Humphreys College in north Stockton, that offers a college and career preparatory

program that combines the best practices of direct instruction with a fully digital learning environment. ABLE students use school-issued laptops every day in every class and at home.



Lisa Lee

Project Coordinator
Stockton Collegiate International Schools
lisa.lee@scisk12.org

Lisa Lee was a founding board member of Stockton Collegiate International Schools and is currently part of the Stockton Collegiate administrative team as the Project Coordinator. Stockton Collegiate Elementary and Secondary Schools offer the International Baccalaureate Programs to K-12 students in downtown Stockton. Lisa graduated from Ohio State University with a B.A. in English. She worked in the Media Program of the National Endowment for the Humanities in Washington DC before moving to Stockton with her husband, a native Stocktonian. She earned a Multiple Subject Teaching

Credential from California State University, Stanislaus and taught first through seventh grades in Stockton public schools. Lisa and her husband Bob have two adult children who attended California public schools from kindergarten through CSU undergraduate and UC graduate degrees.



Cathy Nichols-Washer

Superintendent
Lodi Unified School District
cwasher@lodiUSD.net

Dr. Nichols-Washer is the first female Superintendent of Lodi Unified. She provides leadership and general oversight to all LUSD departments and school sites. LUSD's 49 school sites provide high quality education to a diverse student population of 29,000 students. The success of her endeavors can be credited to the collaborative efforts among school personnel, administration, students, parents, and community members. Prior to this position, she served as Manteca Unified's superintendent for five years.



Ben Ochstein

Director of Talent
KIPP Bay Area
Ben.Ochstein@kippbayarea.org

Ben Ochstein has worked at KIPP for the past 12 years – first as a Special Education Teacher in two post-Katrina KIPP NOLA schools and then at KIPP DC: KEY Academy. Over the last five years, Ben has led the Talent Team at KIPP Bay Area Public Schools, which supports all 12 outstanding schools in the Bay Area, attracting high-quality teachers and leaders to work with KIPP's amazing students. Ben is responsible for building a pipeline of over 1,500 teacher applicants and managing a team of external recruiters who find top talent and support school leaders in selecting the strongest applicants. Ben also launched KIPP's Teaching Residency in partnership with the Alder School of Education. The Teacher

Residency will fuel KIPP's growth by allowing them to recruit, train, and certify KIPP's own teachers while training them in the KIPP context.



Christina Rusk

Special Education Programs Coordinator
University of the Pacific
crusk@pacific.edu

Dr. Rusk had the enjoyment of working for over a decade in California's central valley. She worked with a variety of students with exceptional needs including those with Emotional Disturbances, Autism Spectrum Disorders, Intellectual delays, Specific Learning Disabilities and Orthopedic Challenges. She enjoyed assisting and enriching student's lives through various academic, behavioral, and social supports. The passion to move to higher education came from the desire to give all students with exceptional needs a rigorous education, whether it be in a mainstream classroom or specialized programs. For new teacher candidates who are pursuing their Education Specialist credentials, Dr. Rusk wants to provide the tools to educate students with a variety of exceptional needs in meaningful ways, along with the necessary skills and resources to work collaboratively with parents and community members to better enrich and enhance student's lives. She also feels it is important to support new teacher candidates in navigating the challenges, as well as the many rewards, to becoming a highly qualified Special Education teacher. Dr. Rusk's most recent research has been in the area of implementation of Positive Behavioral Supports and Interventions (PBIS), specifically looking at how proactive measures such as PBIS can assist urban school districts, particularly students with exceptional needs and at-risk populations.



Anthony (Tony) Solina

Area Superintendent – Central Valley Region
Aspire Public Schools
anthony.solina@aspirepublicschools.org

Tony is the Area Superintendent for Aspire Central Valley. An educator at heart, Tony has taught students from preschool to college. Before earning his teaching credential, he taught Montessori preschool where he learned to value constructivist learning. He has taught master's level coursework on equity, data driven culture, educational theory and site action planning for the University of the Pacific, Aspire University, and the Teachers College of San Joaquin. Tony returned to his hometown of Stockton, CA to join Aspire Public Schools in 2002 as a first-year teacher. He moved to open Aspire Langston Hughes Academy as the lead teacher in 2005, returning as principal in 2008 after opening Aspire Port City Academy as a new principal, in one of the first Statewide Benefit Charters. Both schools were awarded the California Distinguished Skills honor and grew in enrollment from 120 to over 1,100 students in a combined new facility in 2012. Most recently, Tony was Associate Superintendent of Secondary and Aspire-wide projects for Aspire Central Valley before being named Area Superintendent in summer 2018. Tony earned a bachelor's degree from Sacramento State and an M.Ed. and teaching credential from the University of San Diego. Additionally, Tony completed a three-year Stanford principal fellowship. He is currently working on his Ed.D. in Education Administration from the University of the Pacific, exploring resilience among African American Males and admission to highly selective universities.

FACILITATORS



Elise Darwish

CEO

Ensemble Learning

edarwish@ensemblelearning.org

Elise leads Ensemble Learning's strategic vision to improve charter school quality and remove barriers to achievement for underserved students. Previously, Elise was the founding chief academic officer at Aspire Public Schools, where she grew the organization to a high-performing charter management organization with 38 schools in Tennessee and California. She was also the founding instructional coordinator at the San Carlos Charter Learning Center, the first charter school in California and the second in the nation. Elise is

a Pahara Fellow and a Leap Ambassador.



Don Shalvey

Deputy Director, K-12 Education

Bill and Melinda Gates Foundation

don.shalvey@gatesfoundation.org

Prior to joining the Bill & Melinda Gates Foundation, Don was the founder and CEO of Aspire Public Schools, and has spent the past 40 years in public education where he is widely recognized as a leader in public school reform and the charter school movement. In 1992, Don served as the Superintendent of San Carlos School District, where he sponsored the first charter school in California. The San Carlos Charter Learning Center became a California Distinguished School and has since served as a model for many other charter schools. In 1998, Don and entrepreneur Reed Hastings co-founded Californians for Public School Excellence, a grassroots organization that led to the passage of the Charter Schools Act of 1998, which lifted the cap on the number of charter schools in the state. Dr. Shalvey

is a frequent advisor to policy makers, practitioners and authorizers of charter schools across the nation. In 2002, the prestigious Ashoka Foundation recognized Don as a Fellow for his outstanding work as a social entrepreneur. More recently, Don was given the James Irvine Foundation Leadership Award for advancing the quality of life for Californians, and in June 2009, he was elected to the Charter School Hall of Fame. Don earned a Doctorate of Education in Educational Leadership/Administration from the University of Southern California, a Masters of Education in Counseling and Guidance from Gonzaga University, and a B.A. from LaSalle College.