



## Meaningful Measures: School Discipline that Improves Academics

Wednesday, Oct. 30, 2013 | American Institutes for Research, 1000 Thomas Jefferson Street, NW Washington DC

### Schedule

9:00 a.m. – 10:30 a.m.

- **Registration and breakfast**
- **Welcome**  
**Gina Burkhardt**  
Executive Vice President, AIR
- **Introduction**  
**Sarah Sparks**  
Assistant Editor,  
*Education Week*
- **Presentation**  
**David Osher**  
Vice President, AIR
- **Discussion**  
**Morton Sherman**  
Superintendent-in-Residence,  
AASA
- **Lisa Thomas**  
Associate Director in  
Educational Issues, AFT
- **Q&A**

### BIOGRAPHIES

#### David Osher

Vice President and Institute Fellow,  
American Institutes for Research



David Osher, an AIR vice president and an AIR Institute Fellow, is co-director of the Human and Social Development Program. His work focuses on collaboration; children's services; prevention (school failure and drop out, emotional and behavioral disorders, and violence); social emotional learning; school climate; youth development; the social and emotional conditions for learning, teaching, and healthy development; and culturally competent interventions for children and youth with mental health problems and disorders and their families.

Dr. Osher serves as principal investigator of four major research and technical assistance centers funded by the U.S. government: The National Center



on Safe and Supportive Learning Environments, The Youth Violence Prevention Resource Center, and The National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At Risk. Dr. Osher also serves as principal investigator of a contract to help the Interagency Working Group on Youth Programs improve the coordination and efficiency of youth programs across 12 federal departments and executive agencies and to develop a national plan for youth aged 10-24. He and his colleagues have developed multiple student and staff school climate surveys and have done extensive research on social emotional learning and the conditions for learning, positive behavioral supports, and effective student support.

Previously, Dr. Osher was dean of a liberal arts college and two professional schools of human services. He has also consulted with ministries, NGOs, educators, and human service professionals across the world. He serves on numerous expert panels and editorial boards; and has authored or co-authored more than 325 books, monographs, chapters, articles, and reports.

### **Morton Sherman**

Superintendent-in-Residence,  
American Association of School Administrators



Morton Sherman is Superintendent-in-Residence for AASA, The School Superintendents Association. An educator for 40 years, Sherman served as superintendent in Norwich, Conn., Blauvelt, N.Y., Cherry Hill and Tenafly, N.J., and most recently

in Alexandria, Va. He began his career as an English teacher at Caesar Rodney Junior High School in Camden, Del.

A founding member of Public Schools for Tomorrow, Sherman currently serves on the steering committee with the National Superintendents Roundtable. He is also a member of the board of directors with the Scholarship Fund of Alexandria, the Minority Student Achievement Network and the Education Research and Development Institute.

Sherman earned his doctorate in educational administration from Lehigh University, his master's degree in English education from the University of Delaware and his bachelor's degree in English from Pennsylvania State University.

### **Lisa Thomas**

Associate Director in Educational Issues,  
American Federation of Teachers



Lisa Thomas is Special Education Policy Analyst and the AFT's Special Education Cadre Coordinator. In addition, she is the AFT's Educational Research and Dissemination

Course Coordinator for Managing Anti-social Behavior, Managing Student Behavior for Support Staff, and Meeting the Standards for Paraprofessionals.

Dr. Thomas represents the AFT on a number of national leadership and coalition groups, including the IDEA Partnership, Center for Evidence Based Practice for Young Children

with Challenging Behavior Advisory Board, National Center on Student Progress Monitoring Advisory Board, National Accessible Reading Assessment Project Advisory Committee, Center on Personnel Studies in Special Education Advisory Committee, RTI Action Network, National UDL Task Force and State Accountability for All Students Advisory Board. In addition, Dr. Thomas is a former general and special educator and served on numerous state and district committees on issues of disproportionality, cultural competency, and equity and access for diverse student populations.

### **Sarah Sparks**

Assistant Editor, *Education Week*



Sarah Dockery Sparks is an Assistant Editor at *Education Week* and blogger for Inside School Research. She has covered trends and issues in education research at *Education Week* since 2010, and has written on education issues for various publications since 2002.

### **Gina Burkhardt**

Executive Vice President,  
American Institutes for Research



Gina Burkhardt is Executive Vice President of AIR, one of the largest behavioral and social science research organizations in the world.

Burkhardt's expertise includes leadership development, organizational development and systems change, district and school improve-

ment, and the application of research to policy and practice efforts. As CEO, she led the transformation of the North Central Regional Educational Laboratory, a single federally funded contract, to Learning Point Associates, a highly successful nonprofit education research and consulting organization serving states, districts, foundations, corporations, and the federal government. Learning Point Associates merged with AIR in August 2010.

A lifelong educator, Burkhardt began her career as a middle school mathematics and science teacher in upstate New York. Since then, she has held positions in higher education, managed school reform projects at the regional educational laboratories, and consulted nationally and internationally on education policy and practice as well as education systems design.

Burkhardt completed her doctoral coursework in educational psychology at the University of North Carolina at Chapel Hill and completed coursework in the Executive Education Program at University of Chicago Booth School of Business. She has authored publications, including a book on organizational change and has given multiple presentations on 21st century learning environments, data-driven decision making, organizational change theory, and the application of effective research and development in education. She currently holds and has held several professional appointments, including serving as a board member for the Partnership for 21st Century Skills, the Consortium on Chicago School Research at the University of Chicago, Editorial Projects in Education, which publishes *Education Week*, Knowledge Alliance, and Manufacturing Renaissance.