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## FUTUREMINDS ADVISORY BOARD

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*The FutureMinds: Transforming American School Systems* initiative is honored to have the following professionals serving as charter members of its Advisory Board. Each one of these people brings important knowledge and perspectives to support and advance the vision for the initiative.

### YANEER BAR-YAM

**Professor Yaneer Bar-Yam** is Founding President of the New England Complex Systems Institute. His research focuses on developing complex systems concepts and applying them to diverse areas of scientific inquiry and to social concerns and problems. In particular, he has worked on fundamental properties of evolution and learning, the evolutionary origins of altruism and other collective behaviors, the relationship between observations at different scales, the relationship of structure and function, information as a physical quantity, and quantitative properties of the complexity of real systems. Applications have been to social, biological and physical systems. He has been extensively involved in education of complex systems concepts to academic and professional audiences. In particular, he has taught about complex systems around the world (in Australia, Canada, China, Columbia, France, Italy, Japan, Korea, Portugal, Russia and many places in the US). He has given courses for The Centers for Disease Control and Prevention, The Centers for Medicaid and Medicare Services, a wide variety of healthcare organizations, the UN, the World Bank, the US military (Navy, Air Force, Army and Department of Defense) and intelligence community, and engineering contractors (Boeing, Lockheed-Martin, Raytheon, SAIC). Professor Bar-Yam is also the chairman of the International Conference on Complex Systems, managing editor of *InterJournal*, and author of over 150 research papers in professional journals. His book “Dynamics of Complex Systems,” published in 1997 by Perseus Press, provides a wide ranging perspective on the field of complex systems. His recent book “Making Things Work: Solving complex problems in a complex world” describes his experience in addressing complexity in military, healthcare, education, third world development, and ethnic violence arenas.

### GENE R. CARTER

**Dr. Gene Carter** assumed the position of Executive Director of the Association for Supervision and Curriculum Development (ASCD) in 1992. Before joining ASCD, Dr. Carter served for nine years as the superintendent of schools in Norfolk, Virginia, where he succeeded in reducing the dropout rate, built a partnership program with the private sector, implemented a district-wide school improvement program, established an early childhood education center for three-year-olds and their parents, and implemented a regional scholarship foundation for public school students. During his fruitful career, Dr. Carter has received many honors and awards. In 1991, he was awarded the Distinguished Alumni Award from Teachers College, Columbia University. He was presented the Annual

## **FUTUREMINDS ADVISORY BOARD**

Leadership for Learning Award in 1990 by the American Association of School Administrators. In 1988, he was selected the first National Superintendent of the Year by the American Association of School Administrators. He is listed in Who's Who Among Black Americans. In 1984, 1990, and 1993, The *Executive Educator* magazine named him one of the top 100 Executive Educators in North America. Dr. Carter was also presented with the Brotherhood Citation by the National Conference of Christians and Jews in 1985. He was selected the Outstanding School Superintendent in Virginia in 1985 by the John F. Kennedy Center for the Performing Arts based on his contribution and support of the arts in Norfolk and the Hampton Roads community in Virginia. He was awarded the Presidential Citation by the National Association for Equal Opportunity in Higher Education on March 31, 1985.

### **JACK D. DALE**

**Dr. Jack Dale** joined Fairfax County Public Schools—the nation's 12th largest school system—as Superintendent on July 1, 2004. From 1996 until June 30, 2004, Dr. Dale served as Superintendent for Frederick County Public Schools. During his fourth year as Superintendent, he was named Maryland's Superintendent of the Year. Previously, Dr. Dale was the Associate Superintendent for School Administration, Curriculum and Instruction of the Edmonds School District in Edmonds, Washington. He also served as Director of Personnel in the Everett Washington School District; Assistant to the Director at the Center for the Assessment of Administrative Performance at the University of Washington; Director of School Instructional Services; Assistant Principal; and mathematics teacher in the Bellevue School District, Washington. Dr. Dale is active in professional associations, serving as president of the Washington Area School Superintendent's Study Council, 2003-04; he also is a member of the American Association of School Administrators; the Association for Supervision and Curriculum Development; the National School Board Association; and serves on other local professional associations and boards. He is also the co-editor and author of the book *Creating Successful School Systems* and has conducted workshops on teacher compensation systems for No Child Left Behind initiatives. He has also published papers in *The Executive Educator*; *International Journal of Education Reform*; *American Association of School Personnel Administrators (AASPA) Research Brief*; and *SIRS Management Information*.

### **MORTON EGOL**

**Mr. Morton Egol** joined the international accounting and consulting firm of Arthur Andersen upon his graduation from college in 1962 and was admitted to the partnership in 1972. He led the firm's worldwide government practice for 20 years. From 1975 to 1980, he served as advisor to the U.S. Secretary of the Treasury in connection with the federal loan guaranty program to help bail-out New York City from its fiscal crisis. He also served as advisor on a number of large privatization and productivity-improvement projects at the federal, state, and local levels throughout the world. From 1989 until his retirement in 1998, he focused his attention on developing a worldwide practice in education. He conceived and developed the "School of the Future" program, which resulted in the founding of a

## FUTUREMINDS ADVISORY BOARD

Community Learning Center in Alameda, California in 1996, to demonstrate a new learning model. In 1998, Egol founded the strategic consulting firm of Wisdom Dynamics LLC to support chief executives in visioning and strategic thinking, and to advise political leaders and public officials, particularly those involved in education and economic development. He continues to support the development of the Community Learning Center at Alameda. Egol has been a keynote speaker at a number of global conferences on education, the new economy and global trends. He has served as a board member of the National Alliance of Business and the Board of Trustees of the New York City Citizens Budget Commission for many years

### LINDA DARLING-HAMMOND

**Dr. Linda Darling-Hammond** is Charles E. Ducommun Professor of Education at Stanford University School of Education, where she serves as principal investigator for the School Redesign Network and the Stanford Educational Leadership Institute. Her research, teaching, and policy work focus on educational policy, teaching and teacher education, school restructuring, and educational equity. She was the founding executive director of the National Commission on Teaching and America's Future which produced the 1996 widely cited blueprint for education reform: *What Matters Most: Teaching for America's Future*. Among her more than 200 publications is *The Right To Learn*, recipient of the 1998 Outstanding Book Award from the American Educational Research Association and *Teaching as the Learning Profession*, which was awarded the National Staff Development Council's Outstanding Book Award in 2000. She began her career as a public school teacher and has co-founded several schools, including a charter high school in East Palo Alto, California.

### CHRISTOPHER DEDE

**Dr. Chris Dede** is the Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education. His fields of scholarship include emerging technologies, policy, and leadership. His funded research includes a grant from the National Science Foundation to aid middle school students learning science via shared virtual environments and a Star Schools grant from the U.S. Department of Education to help high school students with math and literacy skills using wireless mobile devices to create augmented reality simulations. In 2007, he was honored by Harvard University as an outstanding teacher. Chris has served as a member of the National Academy of Sciences Committee on Foundations of Educational and Psychological Assessment, a member of the U.S. Department of Education's Expert Panel on Technology, and International Steering Committee member for the Second International Technology in Education Study. He serves on Advisory Boards and Commissions for PBS TeacherLine, the Partnership for 21<sup>st</sup> Century Skills, the Pittsburgh Science of Learning Center, and several federal research grants. In addition, Chris is a member of the Board of Directors of the Boston Tech Academy, an experimental small high school in the Boston Public School system, funded by the Gates Foundation. His co-edited book, *Scaling Up Success: Lessons Learned from Technology-based Educational Improvement*, was published by Jossey-Bass in 2005. A second volume he edited,

## FUTUREMINDS ADVISORY BOARD

*Online Professional Development for Teachers: Emerging Models and Methods*, was published by the Harvard Education Press in 2006.

### LIBIA S. GIL

Dr. Libia Gil is a senior fellow with the American Institutes of Research. She joined AIR in 2004 when it merged with New American Schools, where she served as Chief Academic Officer. Dr. Gil provides senior counsel on leadership development initiatives and assists states and districts in developing strategies for improving student achievement by bridging research evidence with practice evidence. Dr. Gil is also a former superintendent of the Chula Vista Elementary School District in California where she served in that position for over nine years. Under her leadership, which began in 1993, the district experienced continuous growth and it is currently serving more than 27,000 students in 43 schools. As superintendent, Dr. Gil fostered the successful implementation of numerous school change models, including six charter schools and partnerships with Edison Schools Inc., School Futures Research Foundation, Accelerated Schools, Comer, MicroSociety, Standards-Based Instruction, and the Ball Foundation. In 1998, the Chula Vista community passed a \$95 million school bond with a 76 percent voters' approval to support modernization of learning environments. Standard and Poor's has continued to give the Chula Vista district an A+ rating to reflect efficient district management with the lowest centralized administrative costs in the county. Dr. Gil began her teaching career in the Los Angeles Unified School District and has taught in various programs, including English as a Second Language, Bilingual Education, and Gifted and Talented programs. As a teacher, she and her colleagues created a successful K-12 alternative school and numerous alternative classroom programs. She has held a variety of administrative positions including school principal and Area Administrator, supervising K-12 principals, and Assistant Superintendent for Curriculum and Instruction. Dr. Gil has a Ph.D. in Curriculum and Instruction with emphasis on bilingual and multicultural education from the University of Washington.

### FRANCES HESSELBEIN

**Mrs. Frances Hesselbein** is the Chairman of the Board of Governors of the *Leader to Leader Institute* (formerly the Peter F. Drucker Foundation for Nonprofit Management) and its Founding President. Mrs. Hesselbein was awarded the *Presidential Medal of Freedom*, the United States of America's highest civilian honor, in 1998. The award recognized her leadership as Chief Executive Officer of Girl Scouts of the U.S.A. from 1976-1990, her role as the Founding President of the Drucker Foundation, and her service as "a pioneer for women, diversity and inclusion." Her contributions were also recognized by former President Bush, who appointed her to two Presidential Commissions on National and Community Service. Mrs. Hesselbein is also the Editor-in-Chief of the award-winning quarterly journal *Leader to Leader*, and a co-editor of a book of the same name. She is a co-editor of the Drucker Foundation's three-volume *Future Series*, *Leading Beyond the Walls*, and *Leading for Innovation, Organizing for Results*, the first two books in the Foundation's Wisdom to Action Series. She is co-editor with Dr. Marshall Goldsmith of *The Leader of the Future 2*:

## FUTUREMINDS ADVISORY BOARD

*Visions, Strategies, and Practices for the New Era* published in 2006. She is the author of *Hesselbein on Leadership* and *Be, Know, Do: Leadership the Army Way*, introduced by General Eric K. Shinseki and Frances Hesselbein which was published in February, 2004. She is the co-editor of 24 books in 28 languages.

### G. THOMAS HOULIHAN

**Dr. G. Thomas Houlihan** is President/CEO of the Institute for Breakthrough Performance specializing in organizational improvement and leadership in education. His clients include foundations, private industry and state and local school systems. He previously served as Executive Director of the Council of Chief State School Officers, serving in that national leadership role since 2001. Prior to serving CCSSO, Tom served as President/CEO of the North Carolina Partnership for Excellence. He also previously served as Senior Education Advisor to Governor James B. Hunt, Jr., Governor of North Carolina. With a background as a teacher, high school principal and superintendent, Dr. Houlihan is the first educator in history to hold Cabinet level status in a North Carolina Governor's administration. An author and frequent speaker/consultant, Dr. Houlihan was selected "Superintendent of the Year" in North Carolina and was one of four finalists for national "Superintendent of the Year." He has also been honored by his alma maters, Indiana University and North Carolina State University, as a distinguished alumni award winner for contributions to education. Dr. Houlihan has written three books and published over 200 professional and news media articles.

### ROGER KAUFMAN

**Dr. Roger Kaufman** is professor emeritus, Florida State University, Director of Roger Kaufman & Associates, and Distinguished Research Professor at the Sonora Institute of Technology (Mexico). His Ph.D. is in communications from New York University. He consults with public and private organizations in the US, Mexico, Canada, Australia, New Zealand, Latin America, and Europe. He is a Certified Performance Technologist and a Diplomate in School Psychology and a Fellow in Educational Psychology of the American Psychological Association. He has been awarded ISPI's top two honors: Member for Life and the Thomas F. Gilbert Award. He is a past ISPI president and a founding member and also is the recipient of ASTD's Distinguished Contribution to Workplace Learning and Performance recognition. Kaufman has published 38 books and over 250 articles on strategic planning, performance improvement, quality management and continuous improvement, needs assessment, management, and evaluation.

### JERROLD KEMP

**Dr. Jerrold Kemp's** career started as a high school science teacher after WWII. There, he learned about audiovisual education that initiated his professional interest in instructional technology. His doctorate was at Indiana University specializing in audiovisual production.



## **FUTUREMINDS ADVISORY BOARD**

In 1958, he was a faculty member at San Jose State University (California) coordinating Instructional Resources Services for faculty. He initiated a Faculty Instructional Development Office (FIDO) to assist instructors with innovative teaching projects and obtaining grants for new teaching and learning ideas. He became active with the instructional design process for systematic planning. He also authored widely used textbooks in both planning and producing audiovisual materials and the instructional design process. During his professional career he served as president of AECT (1972-73), helped initiate the Design and Development Division, was president of the Systemic Change division, and established the Silicon Valley chapter for International Society for Performance Improvement (ISPI). He co-directed a federal project in 1966 funded by the National Defense Education Act (NDEA) that produced a package of audiovisual materials to illustrate various roles for changing and improving education. During his career, he consulted with many university programs, school districts, trainers in industry, educators in other countries, and with UNESCO in Paris on the use of new technologies and applying the instructional design process to reform education. He retired from San Jose State in 1988, but has remained active with the AECT Systemic Change division, especially working with colleagues to develop the FutureMinds Initiative.

### **STEPHANIE PACE MARSHALL**

**Dr. Stephanie Pace Marshall** is the founding President and President Emerita of the Illinois Mathematics and Science Academy (IMSA) an internationally-recognized pioneering educational institution created in 1985 by the State of Illinois to develop talent and leadership in mathematics, science and technology. She is internationally recognized as a pioneer, innovative leader, and an inspiring speaker and writer on leadership, learning and schooling, and the design of generative learning organizations. She has published over thirty articles and was an author for the Drucker Foundation series *Organizations of the Future*. She was an editor and chapter author of *Scientific Literacy for the 21st Century* (2002) and a contributing advisor to *Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools* (National Academy of Science 2002). Her award-winning book, *The Power to Transform: Leadership that Brings Learning and Schooling to Life*, was published by Jossey-Bass in 2006. Marshall was the founding President of the National Consortium for Specialized Secondary Schools in Mathematics, Science and Technology, and the President of the Association for Supervision and Curriculum Development (ASCD). She is a fellow in the Royal Society for the Encouragement of Arts, Manufacturers and Commerce in England, and serves on the Board of the Queen Noor Foundation in Jordan. Marshall has received numerous awards and recognitions for her leadership, including recognition by the RJR Nabisco Corporation as one of the nation's most innovative educational leaders and by the National Association of School Boards as one of North America's 100 best educators. She earned her Ph.D. from Loyola University of Chicago, and has four honorary doctorates. Marshall has worked at every level of education and consults with national and international policy leaders. As a result of her achievement, in 2005, she was inducted into the Lincoln Academy of Illinois and was designated a Lincoln Laureate, the State's highest award for achievement, that "contributes to the betterment of mankind."

## FUTUREMINDS ADVISORY BOARD

### BARBARA L. MCCOMBS

**Dr. Barbara McCombs** is a Senior Research Scientist at the University of Denver Research Institute located on the University of Denver's campus in Denver, Colorado. She directs the Human Motivation, Learning and Development Center at the Denver Research Institute, which focuses on Professional Development of Educators, Personal and Organizational Change, Systemic Educational Reform, and School Violence Prevention. Her current research is directed at new models of schooling and learning, including transformational teacher development approaches and the use of technology as a primary tool for empowering youth. Dr. McCombs is the author of numerous book chapters and journal articles. She is the primary author of the *Learner-Centered Psychological Principles (LCPs): Guidelines for School Redesign and Reform* being disseminated by the American Psychological Association's Task Force on Psychology in Education. She has developed learner-centered models of teaching and learning based on the research validated LCPs and her Assessment of Learner-Centered Practices (ALCP) teacher and student surveys that have been validated with over 35,000 students and their teachers in grades K-3, 4-8, 9-12 and college level. The ALCP surveys are being used in numerous national and international schools and colleges.

### DOROTHY RICH

**Dr. Dorothy Rich** is founder/president of the nonprofit Home and School Institute and creator of MegaSkills® for Dorothy Rich Associates, Washington, DC (Website: [www.megaskills.org](http://www.megaskills.org)). An acclaimed expert in family educational involvement and teacher education, Dr. Rich is the author of the original MegaSkills publications and the developer of teacher and parent training programs used by more than 4000 schools in the US and internationally. In her lifetime of work in education, she has focused on helping families and educators team together to build children's achievement in school and beyond. Dr. Rich has two new books forthcoming for 2008: *Smarter Kids for Harder Times* (The New Early Childhood MegaSkills) and *More Than An Apple* (What Teachers Really Need to Survive and Thrive in Today's Schools). Dr. Rich's honors include the A+ Award for Breaking the Mold from the U.S. Department of Education, as well as recognition from the MacArthur Foundation and other distinguished foundations. Her work has been researched, tested, and found to be effective in raising both student aspirations and achievement, building teacher abilities and increasing family involvement. Many publications have featured her work.

### PHILLIP SCHLECHTY

**Dr. Phillip Schlechty** has been in the field of education for more than 40-years as a classroom teacher, a professor, department chairman (school administration), the developer of several leadership development academies, and an author. In 1988, Dr. Schlechty launched the Center for Leadership as a means to provide high-quality and responsive support to those who are leading school reform efforts across the nation. Dr. Schlechty is the author of *Creating Great Schools: Six Critical Systems at the Heart of Educational Innovation*, published by Jossey-Bass Education Series.

## *FUTUREMINDS ADVISORY BOARD*

### DONALD H. STINSON

**Mr. Donald Stinson** is the superintendent of the Metropolitan School District of Decatur Township, Indiana. In five years he has led the school corporation through an ongoing systemic change process and an adoption of a focus on excellence that produced a variety of positive results. The results include improving the graduation rate, high stakes test results and attendance rates. Other innovations led by Stinson include a new charter school, Challenger Learning Center, local business partnerships and the creation of the Goodwin Community Center. The Decatur Discovery Academy is a small, non-traditional high school using the expeditionary learning national model. The MSD of Decatur Township was awarded a Gates Foundation Grant through CELL in support of the effort with the Mayor of Indianapolis granting a charter allowing Decatur to be the organizer of the school. This unique arrangement is the first with a public school corporation serving as the organizer. He was also named the 2005 Indiana Superintendent of the year. He is known for his unique ability to use a collaborative leadership style to bring a focus on improving learning for all students.