



## Panelist Biographies

### Online Discussion: Teachers Unions and Professional Work

**Laura Bornfreund** taught fourth grade for four years in Orange County Public Schools in Florida. During her tenure as a teacher, she served on the local teachers union's board of directors, government relations committee, and collaborative bargaining team. In 2004, Bornfreund began working for the City of Orlando Mayor's Office and played an integral role in the city's implementation and launch of the Parramore Kidz Zone, an initiative modeled after the Harlem Children's Zone. Most recently, Bornfreund was selected as a Fordham fellow and works at Common Core. Bornfreund holds a bachelor's in elementary education and a master's in public administration from the University of Central Florida.

**Julie Eisenband** is a teacher and adviser at SAGE Academy Charter School in Brooklyn Park, Minn. Prior to her move to Minnesota in 2007, she spent two years with the Beginning With Children Foundation, a nonprofit charter school organization in New York City, and a year as an intern at the American Federation of Teachers. Eisenband received a bachelor's degree from the University of Pennsylvania in urban studies and a master's degree from New York University in social studies education.

**Arthur Goldstein** teaches English as a Second Language at Francis Lewis High School in Queens, N.Y. Recently elected United Federation of Teachers' chapter leader for the school, Goldstein recently wrote a column in the *Daily News* against mayoral control. He is also an adjunct lecturer at the English Language Institute at Queens College.

**Paul T. Hill** is director of the Center on Reinventing Public Education, which studies alternative governance and finance systems for public K–12 education. Hill's current work on public elementary and secondary education reform focuses on school choice plans, school accountability, and charter schools. He chaired the National Working Commission on Choice in K–12 Education, which issued its report, *School Choice: Doing It the Right Way Makes a Difference*, in November 2003. He is the editor of *Charter Schools Against the Odds: An Assessment of the Koret Task Force on K–12 Education* (Hoover, October 2006).

Hill works closely with city and state leaders and has written a series of books designed as resources for mayors and community leaders facing the need to transform their urban public school systems, including: *Making School Reform Work: New Partnerships for Real Change* (Brookings, 2004); *Charter Schools and Accountability in Public Education* (Brookings, 2002); *It Takes a City: Getting Serious About Urban School Reform* (Brookings, 2000); and *Fixing Urban Schools* (Brookings, 1998).

From 2000–04, Hill led a series of studies on school and district leadership, funded by a major grant from the Wallace Foundation. This work suggests how alternative governance systems can transform public education leadership and attract high-ability people into those roles.

Hill is the lead author (with Lawrence Pierce and James Guthrie) of *Reinventing Public Education: How Contracting Can Transform America's Schools* (University of Chicago Press, 1997). This book concludes that public schools should be operated by independent organizations under contract with public school boards, rather than by government bureaucracies. His ideas profoundly influenced the Education Commission of the States 1999 national commission report, "Governing America's Schools."

Before joining the University of Washington faculty, Hill worked for 17 years as a senior social scientist at RAND and from 1970–77, as director of the National Institute of Education's Compensatory Education Study (a congressionally mandated assessment of federal aid to elementary and secondary education). He also served two years as a Congressional Fellow and congressional staff member.

Hill is a nonresident senior fellow in the Brookings Institution's Economic Studies Program, as well as at Education Sector. He holds a Ph.D. and M.A. from Ohio State University and a B.A. from Seattle University, all in political science.

**Caitlin Hollister** is a graduate of the Boston Teacher Residency and has taught third grade for four years. Previously, she directed the after-school education programs for the Blue Hill Boys and Girls Club in Boston. For the past two years, she has served as a fellow with the Rennie Center/TeachPlus Teaching Fellows program in education policy. She has a particular interest in policies related to teacher retention and licensure reform. Caitlin holds a bachelor's degree in history from Brown University and a master's in education from UMass Boston.

**Andrew J. Rotherham** is co-founder and publisher of Education Sector, a national education policy think tank. He also writes the blog [Eduwonk.com](http://Eduwonk.com), which an *Education Week* study cited as among the most influential information sources in education today, as well as a regular column for *U.S. News & World Report*. Rotherham previously served at the White House as Special Assistant to the President for Domestic Policy during the Clinton administration and is a former member of the Virginia Board of Education. He is the author of more than 100 articles, book chapters, papers, and op-eds about education policy and politics and is the author or co-editor of four influential books on educational policy. Rotherham serves on advisory boards and committees for a variety of organizations including The Broad Foundation, Harvard University, and the National Governors Association. Rotherham is also a member of the board of directors for the Indianapolis Mind Trust and Democrats for Education Reform.

**Bruce William Smith** is a school development manager for Green Dot Public Schools. In spring 2007, Smith was the leader of a successful teacher rebellion at Locke High School in south Los Angeles. The effort forced the Los Angeles Unified School District into major change in urban education. At that time, Smith published an influential editorial in *The Los Angeles Times* and has been repeatedly interviewed by news organizations, including *The New York Times*, *The Sunday Telegraph* of London, *The Detroit News*, National Public Radio, *Forbes*, CNN, and *The New Yorker*.

Smith has taught English at the Crossroads School in Santa Monica and Locke High School, where he became department chair, English language arts coach, assessment coordinator, and author of the "Single Plan for Student Achievement." Smith was also supervisor of instruction at the Konkuk University Foreign Language Institute in Seoul, Korea. Under his leadership at Konkuk, the language school was named best in Seoul by both the nation's largest newspaper and its most-watched television news program. Previously, Smith worked in the motion picture industry for five years.

Smith studied at the University of California at Berkeley, California State University at Northridge, the University of California at Los Angeles, and the University of Oxford in England. He has received special commendation from the Office of the President at Dartmouth University, where one of his students is currently studying. Other former students are now at MIT, Berkeley, Johns Hopkins, and many other prestigious schools. Smith's background in public and private education, in both the United States and overseas, has led to additional work in educational consulting.

