

From: Sarah Powell (Sarah@afloridapromise.org) <sarah@afloridapromise.org>

To: Sarah Powell (Sarah@afloridapromise.org) <sarah@afloridapromise.org>

CC:

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NATIONAL NEWS

Obama Proposes NAEP Cut; Seeks State Pilot for Global Testing

Education Week

By: Erik Robelen

February 17, 2012

http://blogs.edweek.org/edweek/curriculum/2012/02/obama_proposes_cut_to_naep_fun.html

One item tucked into President Obama's new budget request that you might have missed is a proposed cut to the esteemed "nation's report card."

The administration wants to trim \$6 million from the National Assessment of Educational Progress, a key measure of U.S. student achievement across disciplines relied upon by educators, policymakers, researchers, and, yes, journalists. The proposal comes as part of a \$70 billion budget request for the U.S. Department of Education that, overall, would increase the agency's discretionary coffers by 2.5 percent. The NAEP cut would bring the testing budget down to \$132 million, a reduction of 4.3 percent.

At the same time, the president's budget request would add \$6 million—a strange coincidence, perhaps?—to create a pilot program for states to benchmark the performance of their 15-year-olds against that of students around the world on the Program for International Student Assessment, or PISA.

The Obama administration suggests the NAEP cut wouldn't have any noticeable impact.

"The administration believes that the funds requested are sufficient to enable NAEP to fulfill its mission and continue to provide the critically important information needed on student achievement over time," it says in a [budget document](#).

But Cornelia Orr, the executive director of the [National Assessment Governing Board](#), which sets policy for NAEP, isn't so sure.

"I was really surprised myself," she said of the proposal, predicting that such a cut could lead to changes in the NAEP program, including possible testing delays.

"We might be asked to change the assessment schedule so an assessment doesn't occur in the year it's scheduled," she said. "We don't think any cuts are needed in the NAEP budget, and I don't think the [governing] board is going to enjoy having to have conversations about what to cut out of the NAEP program."

I should note that \$1 million of the NAEP cut would come from the \$8.7 million budget of the governing board itself.

As for the proposal for [PISA](#), in essence, the pilot would allow "state-level results" on the international exam of 15-year-olds, the administration says. Participating states would be asked to pay a portion of the costs. The total cost per state would be about \$600,000, the administration says.

Orr, however, suggested instead an approach that involves NAEP.

"I think that linking [PISA results] back to the NAEP scale would give more states access to that information," she said. Orr explained that even a state that wasn't part of the pilot could then look at its NAEP score and extrapolate from that to get a gauge on how its performance stacks up against other nations'.

The last round of [PISA results](#) came out in December 2010. The exam, which assesses literacy in reading, science, and math across dozens of countries, is given every three years. It will next be administered later this year, with a special focus this time on math.

Needless to say, it remains to be seen whether Congress will go along with a cut to the NAEP program, especially in a fiscal 2013 budget request that otherwise boosts overall spending at the Education Department.

For more analysis of the president's budget plans for education, check out this [blog post](#) on Obama's plans to trim back previous proposals for a set of "teaching and learning" funds. And for the bigger picture on the budget, check out our [EdWeek story](#) from the other day.

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Q and A: Imagining a Virtual Education Oasis

Education Week

By: Staff

February 8, 2012

<http://www.edweek.org/dd/articles/2012/02/08/02cline.h05.html>

The thing to know about author Ernest Cline is that he owns a DeLorean. Well, that, and he conceived a future where everyone who can will learn online.

That vision might seem exaggerated, but as virtual education continues to break into the mainstream of K-12 and higher education, and expands rapidly in job-training programs, his imaginary view of the future of education might have a stronger connection to reality than one might think at first glance.

In Cline's novel *Ready Player One*, schools are built like palaces on the violence-free planet Ludus, and students take daytrips through both the Louvre and the human heart. These are but some of the benefits offered by the OASIS, a massive, multiplayer online game where most people in 2044 choose to spend their existence, away from the troubles of the real world. The OASIS combines the scope of a galaxy with the immersion of the Matrix; it is a near-perfect virtual reality.

A product of 1980's Ohio, Cline grew up digesting comic books, science fiction, and the rock band Rush. His passion for "Star Wars" drove him to write a screenplay about a group of friends attempting to break in to George Lucas' house to watch "Episode I: The Phantom Menace" before it gets released in theaters. (The story was picked up and released as the 2008 film "Fanboys.")

Cline recently took time to answer questions in a phone interview with *Digital Directions* contributor Ross Brenneman, who read *Ready Player One* last fall.

In an [interview for Boingboing](#), you cite the idea that "they say when you write a novel, whether or not you mean to, you reveal everything about yourself." What does *Ready Player One* reveal about your high school education?

Cline: That I spent most of it playing Dungeons & Dragons, instead of doing my homework? I actually had kind of an idyllic small-town America high school experience. My hometown was rural and isolated, and there were only a few hundred kids in my graduating class. It was a lot like the movie "Footloose," except there was no law against dancing. Which probably would have been a good idea in my case.

What I remember most about high school now is that everyone seemed to spend a lot more time trying to fit in with their peers and avoid ridicule than they did on their education. The brightest kids who were the most eager to learn often ended up hating school, because its brutal social arena overshadowed everything else. That's something I wanted to explore in my book.

Are the schools on Ludus your ideal institutions? If not, what is?

Cline: The virtual schools on Ludus were definitely my attempt to imagine the sort of school every nerdy kid would love to attend. A bully-free learning environment where only your brain goes to class, while your body stays at home. A school where every classroom is a holodeck, and no one ever nails you with a spitball in the back of the head.

But the downside for a kid who attended a school like that would be the total lack of true human interaction and socialization. Navigating the high school maze of cliques, clubs, burnouts, and bullies helps prepare you for life after high school. In my experience, you end up using those skills a lot more than calculus or Latin.

You write that "unlike their real-world counterparts, most of the OASIS public school teachers seemed to genuinely enjoy their jobs, probably because they didn't have to spend half their time acting as baby sitters and

disciplinarians." That idea might resonate with several educators. What made you decide to write this, and what would you say to teachers who feel that way?

Cline: I put that in the book because it's something I distinctly remember about my favorite high school teachers. The best teachers, the ones who obviously loved to teach, always seemed to be fighting an uphill battle in their classrooms, because of constant interruptions by a few dim-witted, hormonally imbalanced Neanderthals who had no interest in learning. I could see how much it frustrated the teachers and wore them down. It was also frustrating for the kids who were there to learn.

Like a lot of people, I'm pretty horrified at the way teachers are treated in this country, and by how little they're paid. I saw Davis Guggenheim's documentary "Waiting for 'Superman' " after I'd already finished my book, and it made me realize our education system was even worse off than I'd imagined. All across the land, overcrowded, underfunded schools are turning into "failure factories." How did this happen?

A handful of states have or are considering laws that would require at least one online course for graduation, and online learning in general is growing in popularity. What do you think of the trend? Are you a proponent of online learning? (Even if it's not at the level of the OASIS just yet?)

Cline: Both my wife and mother-in-law are university professors, and they've both taught students who "Skype in" to their classrooms, with great results. And I have several friends who have taken courses in online universities and loved the experience. I think there are certain subjects that can be taught "remotely" like that. But there's also nothing quite as powerful as having a teacher lean over your shoulder and show you how to do something. That sort of teaching will never go out of style.

Which of the OASIS field trips (traveling to the Louvre, et cetera), would you most like to do?

Cline: I love the idea of a high school astronomy class where you actually get to visit all of the different planets you're studying. I would also have loved to learn biology by traveling around inside the human body like they do in "Fantastic Voyage."

The late Steve Jobs is clearly one of the inspirations for the OASIS creator, James Halliday. Mr. Jobs has had a steady influence on education. How did he influence yours?

Cline: Steve Jobs has been a huge inspiration to me my entire life, starting when my elementary school got its first Apple II computer, and I stayed late every day to learn how to program it. From the start, he was one of the titans of the new computer age, and his partnership with Steve Wozniak has always fascinated me. In my book, the characters of James Halliday and [his business partner] Ogden Morrow were directly inspired by Jobs and Wozniak, along with some of the details of their collaboration. I'll never have the chance to hand Mr. Jobs a signed copy of *Ready Player One* someday and thank him personally.

Would you ever imagine your book being taught in high school?

Cline: No, I've never imagined that. At least, not until this moment. It would be pretty incredible. And I wonder if it could also somehow retroactively raise my high school grade point average, which was pretty abysmal.

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STATE NEWS

Michigan: Editorial: House should choose school choice

The Detroit News
By: Editorial Board
February 19, 2012

<http://www.detroitnews.com/article/20120219/OPINION01/202190305/1008/OPINION01/Editorial-House-should-choose-school-choice>

It's a school choice debate redux in the Michigan House of Representatives. Just two months ago, lawmakers faced lifting the cap on charter schools. They did, after a heated fight. Now, they are mulling whether to expand virtual charter schools. Legislators should not place the interests of the education establishment above families who desire this alternative.

The Republicans who wavered longest on the previous bill are the same ones who are irresolute now. The 10 or so lawmakers are mostly in their first term and are looking toward re-election in November.

Though they are getting pounded with calls and visits from school superintendents and teachers unions, they shouldn't allow their own political concerns to cloud their principles.

Families who send their children to a virtual charter or wish to do so have also spent significant time at the Capitol, visiting lawmakers and encouraging them to support the bill.

The cyber charter expansion bill would lift the tight cap that exists in Michigan. Only two virtual charters are allowed right now, and the schools have waiting lists totaling more than 10,000 students. That confirms there's a demand for this alternative

education choice.

Opponents say they're concerned the schools haven't been around long enough to judge how well they perform.

Advocates point to the success many students have experienced at virtual charter schools. Plus, the schools must meet all the benchmarks as other public schools.

The Senate passed the bill last fall, and it's part of a broader package that expands school choice. Gov. Rick Snyder said he supports the bill and is confident cyber schools are held to high quality standards.

Rather than lifting the cap all at once, however, Snyder would prefer phasing in the number of new virtual schools.

The House Education Committee, headed by Rep. Tom McMillin, R-Rochester Hills, approved the cyber charter bill earlier this month, along with other choice bills that would give all students more options to dual enroll in college courses and offer private or home-schooled students additional ability to take classes in nearby districts.

These bills will likely come up for a vote along with the cyber bill, and lawmakers should pass them as well.

Some GOP lawmakers have said they are resistant to the cyber bill largely because they feel they "owe" their superintendents after lifting the charter cap. But lawmakers have done a lot for school leaders in the past year, including revamping the state's teacher tenure and seniority laws. The Legislature also passed bills that make it easier for districts to save money in several areas, such as employee health care.

Either the hesitant lawmakers are for school choice or they aren't.

A vote could come as early as this week. Lawmakers should make the decision that's best for Michigan families.

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Gov. Jindal Backs 'Parent Trigger' in Louisiana

Education Week

By: Sean Cavanagh

February 17, 2012

http://blogs.edweek.org/edweek/state_edwatch/2012/02/jindal_pushes_parent_trigger_in_louisiana.html

The "parent trigger" concept is one that has drawn the interest of growing number of state elected officials, and Louisiana Gov. Bobby Jindal is evidently a believer.

A couple weeks ago I wrote about [efforts in Florida](#) to create a parent trigger law, which would allow parents of students in low-performing schools to vote to have them converted to a charter school or otherwise restructured.

That measure has drawn opposition in some quarters, from those who worry it will end up channeling more money to for-profit operators of charters, and that providers will coax parents into making poorly conceived changes to schools.

Jindal, a Republican, wants to change state law so that parents can vote to have their school eligible to become a charter within the state's Recovery School District after three years, as opposed to the current four years.

"Let me be clear: This plan is not about pitting school boards versus charter schools or teachers unions vs. parents," Jindal said in a [speech](#) last month. "This is about making sure all parents have an opportunity to get a quality education for their children."

The governor has outlined a [broad and controversial agenda](#) for schools, which includes an expansion of private-school vouchers. He's also seeking to ramp up charter expansion overall. He's proposed allowing a range of entities—community organizations, nonprofits, and universities, among others—to apply directly to the state to become charter authorizers.

In addition, Jindal says he wants to streamline the process for charter operators with "proven track records," and make it easier for them to find the facilities they need. He also wants to allow charter operators in low-performing districts to apply directly to the state.

While many parent-trigger measures have been sponsored by Republicans, they've also drawn some support from Democrats. Whether Jindal's plans will generate bipartisan backing remains to be seen.

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New Mexico: Editorial: 2012 Legislature Failed on School Reform

Albuquerque Journal

By: Editorial Board

February 19, 2012

<http://www.abqjournal.com/main/2012/02/19/opinion/2012-legislature-failed-on-school-reform.html>

Every legislative session ends with notable achievements and glaring disappointments.

On the plus side, this Legislature passed a budget that spends \$5.6 billion and includes several tax breaks intended to stimulate New Mexico's economy. And \$29.8 million was rustled up to help pay to redo the Interstate 25 and Paseo del Norte interchange.

Negatives include the failure of legislation aimed at keeping the New Mexico's Spaceport competitive and Senate leadership once again maneuvering to avoid an up-or-down vote on the proposed repeal of driver's licenses for illegal immigrants. Expect both issues to be front and center in November, when all legislative seats are up for election.

But out of all the actions taken or issues kicked down the road, this 2012 legislative session will go down as one in which the Legislature failed students in New Mexico's schools.

Legislators had the chance to pass two reforms aimed at moving the state in the direction of real improvements in education but instead buckled under to unions and the entrenched education establishment — including Albuquerque Public Schools, which lobbied against the reforms — and decided that the status quo was good enough.

Here's the status quo:

- ◆ Proficiency levels in reading and math in the 30s in many classrooms.
- ◆ Graduation rates just better than 60 percent.
- ◆ Remedial coursework required by 49 percent of high school graduates who enter college.

One failed reform would have revamped teacher and principal evaluations to reflect student achievement, rather than relying solely on experience and education levels. It would have rewarded great teachers.

The other would have ended the practice of "social promotion" of third-graders who can't read. Resources to boost literacy would have started in kindergarten.

The Legislature's failure to move in the right direction came the same week New Mexico was added to an elite list of 11 states that were granted waivers from the federal No Child Left Behind Act. The waiver, which gives New Mexico more flexibility in how it spends federal education dollars and in how it evaluates its education system, was announced Wednesday by President Obama's top education official. It was granted with the expectation that teacher evaluations would be reformed.

U.S. Education Secretary Arne Duncan, in announcing the waiver, counseled that "as New Mexico implements these reforms, it is important that all stakeholders are at the table and their voices are heard. We encourage the governor and her team to work closely and in a bipartisan manner with the Legislature, and to fully include educators, community and tribal leaders and parents in the process of advancing these reforms."

The governor and her education team did try reaching out, and they did try compromise.

Teacher evaluation reform was crafted with input from three months of meetings with teachers and other school leaders who have a combined 100 years of classroom experience. Reading reform was revised to allow parents to override a school's decision to hold back a student if they had participated in all the intervention attempts to get the child to read at grade level.

Both measures had bipartisan support and both passed both the House and Senate — just not in the right sequence. And that wasn't by accident.

Despite the push from the Obama administration, hard work by the administration and key Democrats such as Rep. Mary Helen Garcia and Sens. John Arthur Smith and Cynthia Nava it wasn't enough to push real compromise reform packages across the finish line as they were sidetracked in such a way as to avoid key roll call votes.

Nava, a former superintendent of the Gadsden Independent School District, acknowledged in the debate over social promotion that having to hold a child back can be tough on self esteem — but not as tough as being illiterate.

Apparently, not enough of her colleagues agreed.

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New Mexico: Editorial: NCLB Waiver Shows Reform Is Possible Here

Albuquerque Journal

By: Editorial Board

February 18, 2012

<http://www.abqjournal.com/main/2012/02/18/opinion/nclb-waiver-shows-reform-is-possible-here.html>

"Today, New Mexico joins the ranks of states leading the charge on education reform by protecting children, raising standards and holding themselves accountable."

— U.S. Education Secretary Arne Duncan, on the 11th waiver to the No Child Left Behind Act

Congratulations, New Mexico, for joining 10 other states in putting public school students first, for understanding the status quo isn't good enough, for laying the foundation to better measure student proficiency, teacher performance and school achievement.

And thanks to Gov. Susana Martinez and Education Secretary-designate Hanna Skandera for looking beyond all the kicking and screaming over the past year and dragging the state's entrenched education establishment where it needs to go anyway.

Enjoy this achievement for a moment. As Martinez points out, "39 other states don't have a waiver. I'm really pleased that we're going to be able to keep pushing forward for reform."

Pushing has been and will continue to be required. And it will continue to be difficult because there's a lot more heavy lifting to be done.

The waiver, which exempts New Mexico from calculating schools' "Adequate Yearly Progress" under NCLB, is dependent on the state having quality systems for holding schools accountable, rewarding excellent teaching and setting high standards for students. And while Skandera is continuing to revise and tune her fledgling A-F school grading system, it's unfortunate the Legislature found ways to derail legislation on results-oriented teacher evaluations (based in part on student achievement) and ending social promotion of third-graders who can't read at grade level (based on four years of intervention and remediation with retention as the last resort). Both may be needed for the state to keep its waiver status.

The federal NCLB was an essential first step in holding education systems accountable by attempting to ensure that all students learn what they need to at each grade level. It was a statement that it's not OK to do a good job with just 60 to 70 percent of the kids — especially when the others are often minorities or poor or both. The waiver gets New Mexico schools out from under its unintended consequence of 30-plus ways to fail even when performing well and/or improving.

So New Mexico should take the weekend and enjoy the accomplishment of no longer having more than 80 percent of its public schools labeled as failing.

But come Monday, the students of New Mexico are depending on Martinez, Skandera and the education establishment to work together to take the next step and turn that waiver into better schools.

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Maine Gov. Paul LePage: 'It all begins with education'

Knox Village Soup

By: Gov. Paul LePage

February 18, 2012

<http://knox.villagesoup.com/column/columnpost/it-all-begins-with-education/485435>

The following is text from the governor's Feb. 18, 2012, radio address. To listen, click the MP3 link below.

"Life, liberty and the pursuit of happiness encompasses what the "American Dream" is all about.

And it was our founding fathers that blazed the trail toward this dream. But what does this well-known adage truly mean today?

Hello. This is your Governor, Paul LePage.

All Mainers want what's best for their families and to be afforded the opportunity to prosper. Parents want their children to succeed in life and when we tell them, the sky's the limit we hope they reach for the stars. But no matter how many metaphors we share with our children we must be able to teach them how to achieve the impossible.

It all begins with education.

This month, Education Commissioner Stephen Bowen and I shared a comprehensive plan that pledges to put our students first. We have introduced a series of bills that advance the work of designing an education system around student needs.

The legislation aims to provide students and families more power to choose the school setting that works best for each student. The proposals also take steps to ensure all students are taught by effective teachers and provide local school districts an incentive to save money by collaborating with other districts to provide essential services.

One of our proposals, garnering much support, is the effort to enhance career and technical education. By expanding education in this area we are focusing on opening up the possibilities to all the jobs available in today's world. For far too long, technical schools have been stigmatized as a place for students with no future when in fact these schools are some of the most valuable assets to a students' success.

Today's job market is demanding more attention from our career and technical education. We are being told by job creators that the skills these schools teach are the tools needed to land a good paying job. What we want to ensure is that credits from these schools are recognized by every high school and the Maine Community College System.

It's not only about what skills are taught, but it's about who is teaching our kids too. Teachers are significant role models to our youngest generation and new groundbreaking research from Harvard and Columbia suggests student achievement is highly predictive of the impact the teacher will have on a student's direction in life.

The study also found that students who had teachers that were identified as effective were more likely to attend college and earn higher salaries. These teachers were clearly linked to better life outcomes and strong success in the student's future educational and career endeavors.

I am a believer that we have outstanding teachers in our state, but I also believe we can do a better job providing training and on-going support to our educators. Leaders and policy makers around the country are considering the importance of meaningful teacher evaluations and Commissioner Bowen is committed to having an open discussion as to what that means for Maine.

Teachers will not lose their voice at the table. Instead, they will be encouraged to help us through the process of implementing meaningful change that will benefit our students.

The power of choice is also an important factor to ensure successful outcomes from students.

Parents and students should be afforded the opportunity to learn without having the barriers of an address telling them where they can and can't get an education. That is why we have presented a bill that will allow for school choice which is an essential part of providing multiple options for our kids.

Consistent with the expansion of school choice options, we are giving families the ability to choose the best fit for their children's educational needs by removing one more obstacle. We propose to open public funding to all schools, including charter and religious schools, allowing families more choice.

We ask our children to dare to dream, but sometimes, we as, adults don't dare to take the approach that offers our kids the most opportunities. It's time we ask ourselves if we are doing absolutely everything we can to encourage better outcomes.

After all, pursuing the "American Dream" should be every student's destination.

Thank you for listening. Ann and I hope you have a wonderful weekend."

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CHIEFS FOR CHANGE IN THE NEWS

PowerPlayer: Education Commissioner Deborah Gist

GoLocalProv.com

By: Dan McGowan

February 20, 2012

<http://www.golocalprov.com/news/powerplayer-education-commissioner-deborah-gist/>

This week's PowerPlayer is Education Commissioner Deborah Gist. Commissioner Gist was kind enough to chat with GoLocalProv about her first two years in Rhode Island and her vision for the state's education system.

1) Education appears to be a big winner in the Governor's budget proposal. Tell us about your relationship with the Governor and what it means to have leadership that cares so much about schools.

In order to transform education in our state, every Rhode Islander must truly believe that our students can achieve at high levels, that our teachers and school leaders can be excellent, and that our schools can be America's best. Establishing this climate of belief requires the commitment and leadership not only of those in the education field but also of our leaders in government. We are fortunate that Governor Chafee has taken on this leadership role and has spoken out in Rhode Island and in national forums in support of our students.

I am very pleased that Governor Chafee's Fiscal Year 2013 budget increases support for education – even in these difficult fiscal times. The Governor's budget increases overall education funds by \$67 million (to \$913 million). Rhode Islanders have made generous investments in support of public education, and we must ensure that we use these investments wisely to improve teaching and learning across our state. In the face of all of fiscal challenges we are facing this year, Governor Chafee's Fiscal Year 2013 budget provides much-welcome support for public education.

2) What are the three biggest issues facing Rhode Island's schools right now and how do we address them?

First of all, we need to continue to prepare our students for success, which means raising achievement levels statewide, closing achievement gaps that separate some groups of students from others, and improving our graduation rates.

Second, we need to make sure that we have excellent teachers in every classroom and excellent leaders in every school. Doing so involves continuous improvements in recruiting, developing, mentoring, evaluating, retaining, and promoting teachers and

school leaders.

Third, we need to be sure that our schools and districts have the resources they need for success and that educators are using these resources well, which entails maintaining adequate funding, ensuring that we distribute this funding equitably, and making sure that districts seek out efficiencies so that we always invest our resources wisely toward improving student achievement.

Our strategic plan, Transforming Education in Rhode Island, goes into detail about our priorities for meeting each of these objectives, including specific strategies, goals, and timelines. We have posted the plan on our website.

3) Take us through a day in your life.

It won't surprise you to learn that my typical day is completely devoted to education. I often begin the day by meeting with a group of educators or meeting over breakfast or coffee with a community leader or another friend of education. During the work day, I spend a lot of time visiting schools, where I enjoy seeing examples of great teaching and learning. At the office, I work very closely with the R.I.

Department of Education team and with the Board of Regents, and I hold many meetings with educators and others as we develop policies and proposals and as we move forward with our many initiatives and grants, such as Race to the Top. As often as possible, I try to stay in touch during the day with others who are thinking about and working on innovations in education. I also try to reserve some time, including elevators wait-time and walking, to manage my e-mail, Facebook, and Twitter accounts. In the evening, I often attend board meetings and other public gatherings or community forums. As you may know, I am a student as well – so at night I devote most of my waking hours to my class-work, as I pursue a doctoral degree in education.

4) It took a long battle to bring Achievement First to Rhode Island. Do you think other charter organizations may be scared off by the opposition or have we turned the corner to prove we can open more charter schools in the state?

Thanks to our two Race to the Top awards, our excellent results on the most recent "Nation's Report Card" and in Education Week's Quality Counts, and our forward-thinking strategic plan, educators around the country know that Rhode Island is committed to innovation that advances student achievement. We welcome applications from other charter-school operators with a track record of success, and we also continue to encourage our school leaders and others in Rhode Island to come forward with innovative proposals for locally managed charter public schools.

5) Tell us something nobody knows about you.

I once considered myself an amateur herpetologist.

Quick Hitters

Role Model: My mom, because she has grit and is joyful even in the face of hardship.

Favorite Restaurant: With all the wonderful restaurants in Rhode Island, my favorite tends to be the one I've gone to most recently. Flan y Ajo is a new favorite.

Best Beach: I am embarrassed to say that I have not yet been to a beach in Rhode Island. The last two years have been very busy! I will be able to answer this question after next summer.

Best Book You've Read in the Last Year: I read voraciously, and it is difficult to choose the best. I really appreciated *The Same Thing Over and Over: How School Reformers Get Stuck in Yesterday's Ideas*, by Frederick M. Hess.

Advice for the Next Deborah Gist: Have faith, never lose your love of teaching and teachers, and believe in our students.

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