

Educator Pipeline and Diversity

Leaders from three national organizations share their approach to building and sustaining strong pipelines of teachers and administrators of color in our public schools. What federal and state policy levers exist to attract and retain educators in the profession? Starting at the beginning of the teacher preparation continuum, unpack the equity implications of these policies and practices for students, teachers, schools, districts, and states.

Peggy Brookins

Executive Director

National Board for Professional Teaching Standards



Former NBPTS Board member Peggy Brookins, NBCT, joined the National Board as Executive Vice President in December 2014, and was named President & CEO in November 2015. Her long career as an educator includes many national leadership positions and accolades. In July 2014, President Barack Obama named Brookins as a member of the President's Advisory Commission on Educational Excellence for African Americans. She joins the National Board from the Engineering and Manufacturing Institute of Technology at Forest High School in Ocala, Florida, which she co-founded in 1994 and where she served as director and as a mathematics

instructor. On the NBPTS Board from 2007 to 2011, Brookins served as audit committee chair and on the CEO Search Committee. In addition, she has served on the board of inBloom, The Conference Board of Mathematical Sciences Ad Hoc Committee on Teachers as Professionals, the Content Technical Working Group for the Partnership for Assessment of Readiness for College and Careers, a commissioner on the Council for the Accreditation of Educator Preparation (CAEP). She has served as a national trainer for AFT (Thinking Mathematics K-2, 3-6, 6-8 Common Core, collaborator and national trainer for Thinking Mathematics 6-8), member of the PARCC assessment team, serves on the Advisory Board of Digital Promise, SREB Teacher Prep Commission, P21 Executive Board, and the Executive Board of the Trump Foundation of Israel. Brookins achieved her certification in Adult and Young Adolescent Mathematics in 2003 and renewed in 2013. She has been inducted into the University of Florida Hall of Fame in 2009, is a Florida Education Association "Everyday Hero," and received the association's Excellence in Teaching Award. In 2013, Brookins was named an Aspen Ideas Festival Scholar. She received a Bachelor of Science degree from the University of Florida.

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Jessica Cardichon
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Jessica Cardichon is the Director of the Washington DC Office and Director of Federal Policy at the Learning Policy Institute (LPI) where she plays a leadership role in developing federal legislative strategy and co-leads LPI's policy team. She is also the lead author of *Advancing Educational Equity for Underserved Youth* among other LPI publications. Jessica began her career teaching in New York City for seven years and then working for Teachers College, Columbia University, as a program manager for implementation of early career educator induction programs. Upon moving to Washington, DC, she served as Education Counsel to a member of the Senate Health, Education, Labor, and Pensions. She then served as Senior Director for Federal Policy and Advocacy at the Alliance for Excellent Education. Jessica received an Ed.D. and M.A. in Politics and Education from Teachers College, Columbia University and a J.D. from Pace University School of Law.

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Shayla Cornick
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Dr. Shayla Cornick, Director of Educators Rising, is an experienced researcher, educator and leader with a strong passion for education, and an unyielding desire to help others. With over 15 years of experience in education, Dr. Cornick has served as a 6th grade mathematics teacher, school administrator and educational researcher. She has expertise in the needs analysis, design and implementation of efficacy evaluations, and extensive experience in the design of instructional resources to include student assessments and professional development content. Prior to joining PDK, she also worked as the Director of Research and Evaluation for Discovery Education. In this role, she developed an in-depth

understanding of the systemic challenges faced by educators and students, and led the development of tools and resources to identify, communicate and address their needs. Through each of her roles, Dr. Cornick has continuously sought opportunities to enhance educational experiences for both teachers and students. Dr. Cornick received a Bachelor of Science degree in Mathematics from Spelman College, a Bachelor of Science degree in

Engineering from Georgia Institute of Technology, and a Doctor of Education from George Washington University.

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Segun Eubanks (EPFP '01-02)
Director of the Center for Educational Innovation and Improvement
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Dr. Segun Eubanks is the Director of the Center for Educational Innovation and Improvement and Visiting Professor at the University of Maryland, College Park (UMD). Dr. Eubanks also served over five years as the Chair of the Board of Education for Prince George's County Public Schools (PGCPS), a 132,000-student school district bordering Washington, DC. In September 2017, Dr. Eubanks became a Senior Fellow at the Center for Teaching Quality. Prior to joining UMD, Dr. Eubanks worked in various leadership roles at the National Education Association, including as Director of Teacher Quality and Director of Professional Educator Support. He previously served 11 years as the Director of Teacher Quality for the NEA. In these roles, Dr. Eubanks led major policy initiatives and programs such as the Teacher Leadership Initiative, the Teacher Residency Taskforce, the National Commission on Effective Teachers and Teaching and the NEA's Committee on Professional Standards and

Practice. Dr. Eubanks is a staunch advocate for public education and expert in teacher quality, teacher diversity and teacher professionalism. He has served in various leadership roles with national non-profit education organizations including as Executive Director of the Community Teachers Institute and Vice President of Recruiting New Teachers, Inc. Dr. Eubanks earned a Bachelor of Arts degree in Educational Advocacy from the University of Massachusetts at Amherst, a Master of Science degree in Human Services Administration from Springfield College, and a Doctorate of Education in Teaching and Learning Policy from the University of Maryland, College Park.

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