### Kati Haycock

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**Education** B.A. University of California, Santa Barbara; M.A. University of California, Berkeley

Current Position Director, Education Trust



#### **Career Highlights**

- Director, Education Trust
- □ Executive Vice President, Children's Defense Fund
- President, The Achievement Council
- Director, Outreach and Student Affirmative Action programs, nine-campus University of California system

#### **Accomplishments**

- Publications including: Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality (2006), Interpret With Caution: The First State Title II Reports on the Quality of Teacher Preparation (2002), and Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap (1998)
- ☐ Frequent commentator and speaker on education policy issues
- Serves on the boards of the Hunt Institute for Educational Leadership and Policy and the New Teacher Project

## Biographical Sketch

Kati Haycock currently serves as director of the Education Trust. Established in 1990, the Trust aims to speak up for what's right for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to educators who want to work together to improve student achievement, prekindergarten through college.

Prior to directing Education Trust, Haycock served as executive vice president of the Children's Defense Fund, the nation's largest child advocacy organization.

A native Californian, Haycock founded and served as president of The Achievement Council, a statewide organization that provides assistance to teachers and principals in predominately minority schools for improving student achievement. Before that, she served as director of the Outreach and Student Affirmative Action programs for the nine-campus University of California system.

### Kati Haycock on teacher quality

"We've not been willing to set nearly as high standards for teachers as we're now setting for kids. We're producing too few teachers in math in particular, we're producing too few teachers who want to teach in high-poverty areas, and we're producing too few teachers who can do either special education or bilingual education. Moreover, we're producing too few teachers who have the level of knowledge it takes to teach students to high standards."

From: "A Lesson In Mediocrity: How Teachers Are Trained and Chosen," The Philadelphia Enquirer, July 12, 1998

#### Notes

Information collected from the Education Trust website at <a href="https://www2.edtrust.org">www2.edtrust.org</a>.