



### **i3 Learning Community Meeting**

April 11-12, 2013 at the Donovan House Hotel in Washington, DC  
Participant Agenda

#### **April 10, 2013**

7:00 Optional Dinner, Zentan Restaurant at Donovan House Hotel

#### **April 11, 2013**

8:15 – 8:45 Breakfast

8:45 – 9:00 **Welcome and Overview**  
*Bob Granger, Diana Hess & Nicole Yohalem*

9:00 – 9:45 **Getting Reacquainted**

9:45 – 10:30 **Moving Forward – Part 1**  
*Jerry D'Agostino, Reading Recovery; Lorie Kaplan, eMINTS; and Audrey Hooks, IDEA*  
*Moderator – Kim DuMont*  
Project leaders share their thinking about next steps including identifying resources and strategies for growth, sustaining at the current level, and continuous quality improvement

10:30 – 11:00 Break

11:00 – 12:15 Small Group Discussions:

- *Creating a business model/marketing your intervention*
- *Sustaining relationships with stakeholders (schools, partners, funders)*
- *Sustaining project leadership*

12:15 – 1:15 Lunch

1:15 – 2:00 **The Current Education Policy Context and How it Affects Our Work**  
*Courtney Bell, ETS*  
*Moderator – Diana Hess*  
What ETS is learning from several studies of new teacher evaluation systems.

2:00 – 2:30 Break

- 2:30 – 4:00 2 rounds of Small Group Breakouts (pick one):
- *Common Core*
  - *Teacher Evaluation*
  - *Standards of evidence*
- 4:00 – 5:00 **Small Group Problem-Solving**
- Emphasis on 3<sup>rd</sup> grade literacy and impact on projects
  - Projects centered at districts/schools rather than through outside partners/vendors
  - Using video for coaching and professional development
  - Building relationships with principals
  - Working in Chicago
  - Working together on common writing/advocacy projects
- 7:00 Cocktails and Dinner – Mio Restaurant, 1110 Vermont Ave. NW

**April 12, 2013**

- 8:00 – 9:00 **Breakfast/Individual Consultations**
- 9:00 – 9:30 **Sharing Artifacts**
- 9:30 – 10:15 **National i3 Evaluation**  
*Beth Boulay, Abt Associates*  
 Moderator – *Bob Granger*
- 10:15 – 10:30 Break
- 10:30 – 11:45 **Making Sense of Evaluations (Select one)**
- *Disseminating knowledge and best practices, not just materials*
  - *What are our evaluations telling us? Using interim results*
  - *How to deal with surprising and/or negative findings*
- 11:45 – 12:30 Lunch
- 12:30 – 1:15 **Q & A with the Department**  
*Nadya Dabby and Brad Jupp, U.S. Department of Education*  
 Moderator – *Nicole Yohalem*
- 1:15 – 1:30 Break
- 1:30 – 2:30 **Moving Forward – Part 2**  
***Small Group Discussions about Scaling Up – What does it look like? What does it mean?***  
 Moderator – *Kim DuMont*
- 2:30 – 3:00 **Final Reflections and Closing**

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Hotel Donovan, Washington, D.C.**

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Participant List

**i3 Project Representatives**

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### **Meeting Hosts/Facilitators**

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APRIL 2013  
PARTICIPANT BIOS DRAFT

**Jason Atwood** is the Director of Research Partnerships at Teach For America, where he coordinates data and statistical management projects with external stakeholders. Jason is also a consultant with EduGrowth, a collaborative educational research firm that conducts school culture and climate audits, and he is writing his Ph.D. dissertation at the University of California, Berkeley on how students develop self-conceptions of their intellectual ability. Prior to joining Teach For America, Jason was the director of Ethiopia ConnectED, an international project to expand educational opportunities for children who live in resource-insecure communities. As an Education Pioneers Fellow, he managed out-of-school time initiatives for the Deputy Mayor of Education in Washington, DC. Jason has also worked as a strategy and operations manager at the charter school management organization Envision Schools, and was the director of student life at College Track, an after-school enrichment program for students who aspire to be the first in their families to attend college.

**Robert Balfanz** is a co-director of the Everyone Graduates Center and research scientist at the Center for Social Organization of Schools, Johns Hopkins University. He is the co-director of the Talent Development Middle and High School Project, which is currently working with more than 100 high-poverty secondary schools to develop, implement and evaluate comprehensive whole school reforms. He is also co-operator of the Baltimore Talent Development High School, an Innovation High School run in partnership with the Baltimore City Public School System. He has published widely on secondary school reform, high school dropouts, early warning systems and instructional interventions in high-poverty schools. Recent work includes *Locating the Dropout Crisis*, with co-author Nettie Legters, in which they identify the number and location of high schools with high dropout rates and *What Your Community Can Do to End its Dropout Crisis*. Dr. Balfanz is the first recipient of the Alliance For Excellent Education's Everyone a Graduate Award.

**Ran Barnes** is a curriculum and instruction coordinator with Charlotte-Mecklenburg Schools. He currently has 41 schools that he works with. He has been a teacher, administrator, hearing officer and curriculum coordinator. He has served on the North Carolina Middle School Association Board of Directors for 13 years. During that term, he has served as the central office representative, treasurer and president. Ran also works as the assistant project manager for the i3 grant for North Carolina. In addition, Ran has presented at many state and regional conferences including North Carolina, South Carolina and Georgia. He is known for his presentations on Differentiated Instruction and Higher Order Questioning. Using his own personal triumphs and failures, Ran brings a sense of "I can do this" to all participants. He lives in Charlotte, NC.

**Courtney Bell** is a Research Scientist in ETS's Understanding Teaching Quality Center. She completed her doctorate at Michigan State University in Curriculum, Teaching, and Educational Policy after earning her B.A. in Chemistry at Dartmouth College. Courtney's dissertation study, funded through a Spencer Foundation Dissertation Fellowship, won the AERA Division L Dissertation of the Year award. A former high school science teacher and teacher educator, Courtney's work looks across actors in the educational system to better

understand the intersections of policy and practice. Her current studies use mixed-methods to analyze teacher learning, the measurement of teaching, and the validity of measures of teaching quality. Funded by the Gates, W.T. Grant and Spencer Foundations she is currently PI on two large validity studies of instruments designed to measure teaching that include observations, artifacts, teacher knowledge and belief measures and measures of student achievement. As part of her work on another study, Measures of Effective Teaching, she is working with colleagues at ETS to develop measures of teachers' content knowledge for teaching in ELA and mathematics. Courtney has published in scholarly journals including Educational Evaluation and Policy Analysis, Journal for Research in Mathematics Education, American Journal of Education, Journal of Education Policy, and Teachers College Record.

**Beth Boulay** is a Senior Associate at Abt Associates Inc., specializing in the rigorous evaluation of educational initiatives, policies, and curricula, with the goal of providing practitioners, policy makers and researchers with critical information with which to make decisions about how to improve the educational outcomes of students. In her role as the Project Director for both the National Evaluation of i3 and the Technical Assistance to Local Evaluators of Striving Readers Programs Project, she leads a team of senior researchers assisting evaluators carry out rigorous evaluations in their local contexts aimed at understanding the effects of a range of educational interventions on school, teacher, and student outcomes. In both these projects, she also leads the efforts to summarize and disseminate findings from the local evaluations in formats that are accessible to a wide range of stakeholders, including school staff and administrators, policy makers, and researchers. Other recent work includes directing a rigorous, quasi-experimental analysis to estimate the effects of Reading First, while using pre-RF and comparison group data to control for many of the alternative hypotheses that might explain observed effects. She led a similar analysis for the evaluation of the Expanded Learning Time Initiative in Massachusetts, to understand its effects on schools, teachers and students. She recently completed an experimental evaluation of a teacher professional development and classroom model aimed at improving civic engagement and social development in high school students (Facing History and Ourselves). Dr. Boulay holds a doctorate from Harvard University and has been with Abt for 10 years.

**Ron Cabrera**, Ph.D. is interim director of CSR Colorado at Denver Public Schools (DPS). Dr. Cabrera has held various positions in public education since 1979. Most recently, he was the superintendent of the Thompson School District (Loveland, Berthoud and southern Ft. Collins). Prior to his tenure at Thompson, Dr. Cabrera served in several administrative seats and leadership positions including deputy superintendent for Adams 50, supervising all of the district's educational programming; executive assistant for Integrated Learning Services for Washington's Vancouver Public Schools, overseeing English language learners, Migrant Ed, Title I, and at-risk programming; and director of curriculum & instruction for Adams 14. He was also a high school English and biology teacher in DPS, an elementary principal in both DPS and Douglas County, and a high school principal in Boulder Valley. Dr. Cabrera received his bachelor of arts degree in English and master's in English Literature from the University of Colorado Boulder. Additionally, he received his doctorate from the University of Colorado Denver in Administration, Supervision, and Curriculum Development.

**Jie-Qi Chen** is the Professor and PI of Early Mathematics Education Project at Erikson Institute. Chen's areas of research and expertise include cognitive development, multiple intelligences theory, instructional assessment, early mathematics education, school-based intervention and teacher professional development. She has published six books and many articles and was the 2009 recipient of the Outstanding Teacher Educator's Award from the National Association of Early Childhood Teacher Educators.

**Cassandra S. Coddington** is an Analyst with TNTP. She project manages TNTP's external evaluation projects, provides key internal analytic services and facilitates TNTP's internal Research Advisory Group. Prior to her work with TNTP, Cassie received her doctoral degree from the University of Maryland in Educational

Psychology, was an IES Postdoctoral Fellow at Georgia State University, and a Postdoctoral Researcher at the University of Alabama. Her research prior to joining TNTP focused on academic motivation in atypical populations and academic resiliency in youths from low-income neighborhoods.

**Jonathan Costa Sr.** is the Director of School and Program Services for the EDUCATION CONNECTION in Litchfield, Connecticut. A former teacher, consultant and businessman, Mr. Costa is now currently responsible for providing leadership for all district services for K-12 education, which includes supervision of The Center for 21<sup>st</sup> Century Skills and the development and delivery of professional development and consulting interventions. In his 27 years of advocating for increased student engagement through digital learning environments, he has shared his expertise regarding leadership, technology, change, and organizational productivity with educators and businesses in over 125 school districts in 12 states. Mr. Costa is a frequent speaker at state and national conferences and his writings have been appeared in publications as varied as *Educational Leadership* and *Runner's World*.

**Jerry D'Agostino**, Professor of Quantitative Methods in the Education and Human Ecology College at The Ohio State University, is the Project Director of the Reading Recovery: Scaling Up What Works i3 project. Dr. D'Agostino earned his Ph.D. in 1997 from The University of Chicago in Measurement, Evaluation, and Statistical Analysis (MESA). He specializes and teaches courses in applied measurement, assessment, and statistics. He has conducted several studies related to the validity of standards-based assessments, teacher certification tests, and measures of constructs in an array of fields from pharmacy to speech and hearing sciences. A primary theme in his research is the focus on developing and implementing innovative methods to collect and analyze validation evidence, especially in the areas of content and instructional sensitivity analysis. Much of his research has focused on developing measures to track student growth, and many of his published papers pertain to understanding student learning over time using hierarchical linear modeling. He also has orchestrated evaluations of literacy and science programs, and interventions targeted for underprivileged children and families. Most of his recent publications have been in assessment journals such as *Applied Measurement in Education*, *Educational Assessment*, and *Educational Measurement: Issues and Practice*, and evaluation journals such as *Educational Evaluation and Policy Analysis*. He has served on numerous state testing technical review committees, and was awarded a Spencer/National Academy of Education Postdoctoral Fellowship to study teacher tests. His research has been funded by the National Science Foundation, United States Department of Education, and Spencer Foundation.

**Elizabeth Devaney** is an independent consultant for the Forum for Youth Investment. Prior to starting her consulting practice, she served as the Deputy Director of the Providence After School Alliance in Providence, RI. In that role, Elizabeth headed PASA's quality improvement strategy aimed at building the capacity of after-school organizations to provide high-quality programming. She continues to work closely with PASA as its Quality and Evaluation Consultant. Prior to joining PASA, Elizabeth was a Project Director at the Collaborative for Academic, Social and Emotional Learning (CASEL) in Chicago, IL. She worked with school principals and their staff on the implementation and evaluation of social and emotional learning (SEL) programming in their schools. She has held positions at the Education Development Center in Newton, MA, and Dimock Community Health Center in Roxbury, MA. In 2009, Elizabeth received a Distinguished Fellows grant from the W.T. Grant Foundation. She received a bachelor's degree from Trinity College and a master's degree in social policy from the Heller School at Brandeis University. She currently resides in South Bend, IN.

**Kimberly DuMont** is a Program Officer for W.T. Grant Foundation. Prior to starting at the Foundation, she worked as a Senior Research Scientist in the Bureau of Evaluation and Research at New York State's Office of Children and Family Services (OCFS). While at OCFS, she was the principal investigator of a longitudinal, randomized controlled trial designed to evaluate the effectiveness of an intensive home-visiting program in



preventing child maltreatment and promoting children's health and development. In addition to her work in evaluating interventions, Kim has studied the quality of care delivered by physicians serving families receiving Medicaid, the life goals and activities of individuals living with AIDS, and the development of adults who were abused in childhood. Throughout her research, she has focus on how family, community, and system factors interact to affect the behavior and adjustment of children, adolescents, and families. Kim received her doctorate in Community Psychology from New York University. She has published several articles related to childhood abuse and neglect, resilience, parenting, and women's mental health, and has secured funding from the National Institute of Mental Health, the National Institute of Justice, the Doris Duke Charitable Foundation, and the Pew Charitable Trusts.

**Danielle Eisenberg** oversees the Research & Evaluation Team at the KIPP Foundation. R&E makes available - and supports the use of - high quality data and research on KIPP students, teachers, leaders, and parents in order that internal leaders employ data-driven decision making to get KIPP students to and through college, and external audiences gain visibility into KIPP's successes and areas for growth. Current major initiatives include transitioning the network to Common Core Standards and associated assessments, two major third-party longitudinal evaluations of KIPP's impact, developing College Success indicators, and working to redesign KIPP's data systems to support a growing preK-16 network. Prior to joining KIPP, Danielle worked for Mass Insight Education, managing an effective-practice research initiative and coordinating school improvement consulting services for schools and districts. In her previous career she worked in arts-in-education with Young Audiences of Greater Cleveland. Danielle holds a BA from Washington University and an Ed.M. from Harvard's Graduate School of Education.

**James Gallagher** James Gallagher is the Director of Instructional Effectiveness & Growth for Aspire Public Schools. In this role, he serves as implementation lead for Aspire's participation in The College-Ready Promise (TCRP), a coalition of four Charter Management Organizations (CMOs) focused on improving teacher effectiveness through evidence based evaluations resulting in differentiated professional development. Additionally, James currently serves as an Instructional Coach, focusing on supporting Aspire teachers and developing the secondary Humanities instructional and assessment program. James joined Aspire in 2004, when he began as a high school Humanities teacher, then lead teacher, and ultimately Dean of Academic Excellence. Prior to joining Aspire, he taught History in the Boston Public School system. James holds a BA in Pre-Law & Philosophy from Binghamton University and a law degree from George Washington University.

**Dean Gerdeman** is a principal researcher in the Education Program at AIR. Dr. Gerdeman leads research and analytic projects designed to build rigorous and applicable evidence for addressing problems in education. His experience includes leading and advising high-profile and complex lines of work, experimental and quasi-experimental research, and researcher-practitioner partnerships. Gerdeman is acting director of the Regional Educational Laboratory Midwest, a \$45 million research center serving a seven-state region, funded by the Institute of Education Sciences. As director, Gerdeman leads a portfolio of ten research alliances, under the guidance of an advisory board comprised of education leaders and policymakers in the region. He oversees a broad range of applied education research and evaluation studies, technical assistance activities, and dissemination activities focused on using data and evidence to improve practices and outcomes in partnership with research alliances. Gerdeman is project director for the evaluation component of a \$20 million U.S. Department of Education "i3" grant, examining the impacts of a nationally recognized teacher training and certification initiative in seven large urban districts. Previously, Gerdeman was a project officer in the Institute of Education Sciences, where he managed a \$105 million program portfolio. He is a past recipient of the American Association for the Advancement of Science policy fellowship at the National Science Foundation, in which he consulted with agency officials on evaluation and management of graduate education programs. At

the University of California, Los Angeles (UCLA), he served as a researcher in science education and a field supervisor for first-year science teachers in urban schools.

**Bob Granger** has been president of the William T. Grant Foundation since 2003. The Foundation supports research and related activities intended to improve the lives of young people. The Foundation's current focus is on how social settings such as schools, community organizations, and neighborhoods influence young people; how to improve these settings; and how research influences policy and practice. In the past few years the Foundation has focused on building a robust portfolio of grantees studying how practitioners acquire, interpret, and use research evidence. An emerging foundation interest is in understanding why effects vary when intervention programs are brought to new sites. Before joining the Foundation in 2000 as Senior Vice President of Programs, Dr. Granger served as Senior Vice President of the Manpower Demonstration Research Corporation (MDRC) and Executive Vice President at Bank Street College of Education. Dr. Granger also was the inaugural chair of the National Board for Education Sciences during the Bush administration and has been reappointed to the Board by President Obama. In addition, Dr. Granger serves on the editorial board for several professional journals. He received his Ed.D. in Early Childhood Education (1973) from the University of Massachusetts, and is an expert on the evaluation of policies and program for low-income children and youth.

**Carol Scheffner Hammer**, Ph.D. is professor in the Department of Communication Sciences and Disorders at Temple University. She received a B.A. in Speech Pathology and Psychology from Augustana College, an M.A. in Speech Pathology from Northwestern University, and a Ph.D. from the University of Iowa in Speech Pathology. She was a faculty member in the Department of Communication Sciences and Disorders at Penn State University from 1997-2009. She was also a Visiting Scholar at the University of North Carolina at Chapel Hill in the Center for Developmental Science. Dr. Hammer is a Fellow of the American Speech-Language-Hearing Association. Dr. Hammer is the Editor for the American Journal of Speech-Language Pathology (2011-2013) and served as the Associate Editor for the Journal from 2008-2010. In addition, she is on the editorial board of The Journal of Interactional Research in Communication Disorders, and has served as a reviewer for a number of journals in speech-language pathology and child development including the Journal of Speech-Language-Hearing Research; Language, Speech and Hearing Services in Schools; Child Development; and Early Education and Development. Dr. Hammer has also served on grant review panels for the National Institutes of Health, Institute of Education Sciences, and the Administration for Children and Families. Currently, she is a principal member of the Institute of Education Sciences' Early Intervention & Early Childhood Education Scientific Review Panel (2013-2015).

**Diana Hess** is the Senior Vice President of the Spencer Foundation. She is on leave from her position as a professor of Curriculum and Instruction at the University of Wisconsin-Madison. Formerly, Hess was a high school teacher, teachers' union president, and the associate executive director of the Constitutional Rights Foundation Chicago. Hess earned a Ph.D. from the University of Washington in Seattle, advised by Professor Walter Parker. Since 1997 she has been researching how teachers engage their students in discussions of highly controversial political and constitutional issues, and what impact this approach to civic education has on what young people learn. Her first book on this topic, *Controversy in the Classroom: The Democratic Power of Discussion* won the National Council for the Social Studies Exemplary Research Award in 2009. She is currently writing two other books about controversial issues and civic education, *The Political Classroom: Evidence and Ethics in Democratic Education* is co-authored by Paula McAvoy, and will be published in 2013. The next book, *Courting Democracy: Teaching About Constitutions, Courts, and Cases* will be published in 2014.

**Audrey Hooks** As the Chief Human Assets Officer for IDEA Public Schools, Audrey Hooks leads the organization's human capital work – from hiring the highest quality staff members, to supporting employee professional growth and retaining our talented staff. In 2010, IDEA won the prestigious and highly competitive

“Investing in Education” i3 grant from the Department of Education. The grant supports the partnership between IDEA Public Schools and Pharr San Juan Alamo ISD, as both districts make significant improvements to their human capital practices. Audrey leads this work as the grant director. Audrey’s professional career in education began upon graduating from the University of Texas. She joined the education reform movement as a Teach For America corps member in Houston, where she taught 4<sup>th</sup> and 5<sup>th</sup> grade math and science in HISD. In her position prior to joining IDEA’s staff, Audrey worked for Teach For America’s recruitment team. At Teach For America, she managed campus recruiters across nine different states. Under her direction, the number of Teach For America corps members from the state of Texas more than tripled in 6 years.

**Kelly Hunter** is the Interim Executive Director at Children’s Literacy Initiative. Prior to moving into this role in July 2011, she served for four years as CLI’s Director of Professional Development, providing the vision and leadership to continually enhance and expand literacy professional development services for pre-kindergarten through third grade teachers. Previously, Hunter worked as a Literacy Fellow at the University of Pennsylvania, where she was responsible for the professional development of elementary literacy coaches, teachers, and principals in low-income school districts throughout the country. She also worked as an adjunct professor at the Graduate School of Education at the University of Pennsylvania and a Project Manager at the University’s National Center on Adult Literacy. Hunter started her career as a teacher. She holds a Bachelor of Science from Drexel University, and a Master’s Degree and Ed.D. in Reading/Writing/Literacy from the University of Pennsylvania.

**Kentaro Iwasaki** is a Senior Program Associate at ConnectEd: The California Center for College and Career in Berkeley, CA. There he coordinates the mathematics curriculum and professional development for a Federal Investing in Innovation project and the Math Design Collaborative. Prior to that, Kentaro was a math teacher and was awarded the Presidential Award for Excellence in Mathematics and Science Teaching in 2011. Kentaro helped write the mathematics curriculum for Agile Mind through the Dana Center at the University of Texas at Austin. He participated in two National Science Foundation projects, which led him to coauthor an article in a book produced by the National Council of Teachers of Mathematics, “Empowering the Mentor of the Experienced Mathematics Teacher.” Kentaro has a B.A., with honors, in Japanese from Stanford University. He is a National Board Certified Teacher with a secondary teaching credential in mathematics and Japanese.

**Lorie Kaplan** is a professional in the field of educational technology and received her doctorate degree in Educational Leadership and Policy Analysis from the University of Missouri-Columbia. She has worked with the University of Missouri for the past 16 years, most recently with the enhancing Missouri’s Instructional Networked Teaching Strategies (eMINTS) National Center. She has held a variety of leadership roles with eMINTS over the past 12 years and is currently the eMINTS Executive Director and the Project Director for the i3 eMINTS Validation Grant awarded to the program in 2010. She started her work with eMINTS as an Instructional Specialist, providing professional development and in-classroom coaching to teachers learning how to integrate technology with inquiry-based instruction. Previously, she spent time in Japan teaching English to junior and senior high school students. She also received her Master’s in Educational Technology in 1996 and her Bachelor’s in English in 1993, both from the University of Missouri-Columbia.

**Deborah Kasak** is the Executive Director for the National Forum to Accelerate Middle-Grades Reform. The National Forum is an affiliation of the country’s most prominent associations, foundations, researchers and practitioners united to speak in one voice about needed improvements in the middle grades. Its signature program is the Schools to Watch initiative now in 19 states representing over 70% of the country’s young adolescent students. In 2011, nearly 300 schools have been identified as a STW in their respective states. An annual STW conference is held yearly in June in DC. In August 2010, the National Forum’s Investing in Innovation (i3) application was among the highest rated proposals in the U. S. Department of Education

rigorous competition. The National Forum's \$5 million federal grant is supported by another 20% in private matching dollars. Three state service hubs work intensively with 18 turn-around, consortium schools. Through the Forum's leadership, the Schools to Watch: School Transformation Network 4-year grant extends the STW improvement process so schools become academically excellent, developmentally responsive, and socially equitably learning environments. She oversaw the Forum's USDE grant to improve mathematic outcomes for students in middle grades. The grant partnered the Forum with 4 of its CSR partners in order to address the mathematical needs of special populations such as ELL, special education and rural students. Previously, she was the executive director of the Association of Illinois Middle-Level Schools for eight years. She helped create the Illinois Middle Grades Network, a network of demonstration/partnership schools begun in 1989 with the assistance of an U.S. Department of Education grant. She oversaw the operation of one of the first regional centers for the National Turning Points Design Model. She was actively involved with the middle grades self-study process and collaborated with staff at the Center for Prevention Research and Development at the University of Illinois, Urbana-Champaign. She has presented widely on all aspects of middle grades development.

**Kate Kavouras** is the Managing Director of Public Partnerships at Teach For America. In her current role, Kate leads the organization's efforts to secure federal grant funding, builds relationships with key constituents, and explores new opportunities to expand Teach For America's impact. Prior to joining Teach For America's national staff in 2008, Kate co-founded the Academy for Social Action: A College Board School in New York City. As Director of Programming, Kate was responsible for designing curriculum and school systems that maximized student learning and teacher collaboration. She also taught middle school social studies in the New York City public school system. Kate holds a BA in Political Science from Baldwin Wallace College and a Masters of Education from Pace University.

**Janette Klingner** is professor of education at the University of Colorado Boulder in the Educational Equity and Cultural Diversity program. She was a bilingual special education teacher for ten years before earning a Ph.D. in reading and learning disabilities from the University of Miami. To date she has authored or co-authored more than 100 articles, books and book chapters, and presented at numerous national and international conferences, frequently as a keynote speaker. Dr. Klingner's principal area of research focuses on reading comprehension strategy instruction for culturally and linguistically diverse students. Another area of scholarship is Response to Intervention (RtI) for English language learners (ELLs). In addition to her role as principal investigator of CSR Colorado, she is co-principal investigator on another Collaborative Strategic Reading (CSR) project, as well as the principal investigator on a new project, RTI Effectiveness Model for English Language Learners. Previously she served as co-principal investigator at the National Center for Culturally Responsive Educational Systems (NCCRESt). Currently Dr. Klingner is president-elect of the Council for Exceptional Children's Division for Learning Disabilities and vice president of the International Academy for Research on Learning Disabilities. In 2004 she was honored with the American Educational Research Association's Early Career Award.

**Jim Kohlmoos** is the co-founder and partner of EDGE Consulting LLC, a newly launched partnership group focusing on policy, strategy, advocacy, and innovation in education. With more than four decades of experience in education leadership, Kohlmoos supports new innovative approaches in policy development, organizational management, research and development, marketing, and evaluation. Prior to founding EDGE, Kohlmoos was executive director of the National Association of State Boards of Education, a non-partisan non-profit membership association dedicated to serving and strengthening State Boards of Education. He led a national effort to promote informed and active lay citizen participation in state level education policymaking. From 2001-2012, he was the President and CEO of Knowledge Alliance, a non partisan non profit trade association in Washington DC dedicated to the effective use of research based knowledge in education policy

and practice. Prior to joining the Alliance in 2001, Kohlmoos was a vice president of Implementation Group, where over a two- year period as vice president he built an extensive bi-partisan government relations practice in elementary and secondary education. From 1993 to 2000 Kohlmoos served at the U.S. Department of Education as both a Deputy Assistant Secretary of Elementary and Secondary Education and as a Senior Adviser and Special Assistant. He also served on the Presidential Transition Team in 1992. From 1977 to 1993, he worked at the Close Up Foundation first as an instructor and director and then as vice president. Kohlmoos began his professional career in education 1971 with the U.S. Teacher Corps in Salinas, CA. He subsequently served as a teacher trainer with the Peace Corps, which took him to Malaysia for three years. Kohlmoos holds a baccalaureate in history from Stanford University (1971), plus teacher credentials from the University of California. He has completed graduate courses at Johns Hopkins University, George Washington University, and the University of California at Santa Cruz. A native of California, Kohlmoos has two adult children and resides in Arlington, VA, with his wife.

**Cathleen Kral** currently works for WestED as the Multi-Sites Coordinator of the i3 grant RAISE Project. Her career in education has spanned over 30 years in public, private, urban, and suburban schools in the United States and Europe. Cathleen co-founded The American International School in Provence, France. She has taught at the elementary, secondary and college level and has provided professional development and support to teachers, administrators and instructional coaches at the district, state, national and international level. In addition to teaching English and French, Cathleen has been an Interdisciplinary Team Coordinator, Assistant Principal, Principal, Curriculum Director, Whole School Improvement Coordinator, and is the former Director of Literacy and English Language Arts, K-12 and Director of Literacy Coaching in Boston Public Schools. Cathleen is an independent educational consultant working nationally and internationally in the fields of Adolescent Literacy, Literacy Leadership, and Literacy Coaching. For the past three years, Cathleen collaborated with university deans in England to design and assess a masters degree program, which includes a built in coaching partnership for all of England's first year teachers. Cathleen served for three years on the National Advisory Board of the Literacy Coaching Clearinghouse – ([www.literacycoachingonline.org](http://www.literacycoachingonline.org)) and she has been a consultant for WestEd's Reading Apprenticeship Framework since 2002. She represented Boston Public Schools as a member of the Aspen Institute's Urban Literacy Leaders' Network, and graduated from the National Staff Development Council Academy Class in 2009. Cathleen was a member of an expert panel on literacy established by the "What Works Clearinghouse" of the American Institute of Research and co-authored an IES Practice Guide on Adolescent Literacy, (2008). She also served on an advisory panel to review the Read 180 program – An (2009) IES publication.

**Frank LaBanca** is the Director of the Center for 21st Century Skills at EDUCATION CONNECTION. He is responsible for coordination and implementation of the Center's innovative STEM programming in high schools across the state of Connecticut. He considers himself teacher, educational researcher, and change agent. During his 16-year career in the classroom, Frank taught Biology and Applied Science Research. He has been recognized as a National Education Association Innovation Teacher; a GTE GIFT (Growth Initiatives For Teachers) Fellow; a RadioShack National Teacher for Excellence in Science, Math, and Technology; and the Teachers' Insurance Plan Teacher of the Year. Frank was also recognized by Discovery as the National Outstanding Classroom Blogger for his blog Applied Science Research. In addition to his responsibilities at EDUCATION CONNECTION, Frank adjuncts at the University of Bridgeport (Method in Science Education) and Western Connecticut State University (Dissertation Supervision).

**Kandia Lewis**, is a Research Scientist in the Department of Communication Sciences and Disorders at Temple University. She received a B.A. in Psychology from Rutgers University, and an M.A., an Ed.S., and a Ph.D from the University of Delaware in School Psychology. In addition, she is a nationally certified school psychologist.

She is currently working on two large-scale studies at Temple University. One of the studies she is involved with is an i3 funded development project (Co-PIs Barbara Wasik and Carol Hammer) that will use technology, combined with targeted coaching and prototype lesson plans, to create an effective, feasible, and efficient intervention to train pre-kindergarten, kindergarten, and first-grade teachers. This intervention will provide high-quality literacy instruction to improve young students' early academic outcomes. The second project is funded by the National Institutes of Health-National Institute of Child Health and Human Development (PI Carol Hammer) and is evaluating the short- and long-term outcomes of the integrative early childhood intervention known as Tools of the Mind, designed to promote school readiness for Latino English Language Learners' at risk for later school difficulties. Her primary area of research focuses on young bilingual children's literacy and language development, with a particular emphasis on low-income children. She is also interested in evaluating the psychometric properties of measures that are used to assess young bilingual children.

**Nancy A. Madden** is President and co-founder of the Success for All Foundation which develops, researches, and disseminates educational programs to increase achievement, particularly for disadvantaged students. She is a professor at the Center for Research and Reform in Education at the School of Education at Johns Hopkins University and at the University of York Institute for Effective Education. Dr. Madden graduated from Reed College in 1973, and received her PhD in Clinical Psychology from American University in 1980. From 1980-1998, she was a research scientist at the Center for Research on the Education of Students Placed at Risk at Johns Hopkins University, where she directed the development of the reading, writing, language arts, and mathematics elements of Success for All, a comprehensive school reform program. An expert in literacy and instruction, Dr. Madden is the author or co-author of many articles and books on cooperative learning, mainstreaming, and education of disadvantaged students, including *Effective Programs for Students at Risk* (Allyn & Bacon, 1989) and *Two Million Children: Success for All* (Corwin, 2009). Current research interests include practices to increase social-emotional learning and use of interactive whiteboard technology and electronic response devices to increase student success.

**Jennifer McCray** is an Assistant Research Scientist and Director of the Early Mathematics Education Project at Erikson Institute, a graduate school in child development in Chicago, IL. In this role, she directs a team of professionals involved in several professional development projects, including the Early Mathematics Education (EME) Innovations project, a 5-year professional development program, funded by a \$5 million Investing in Innovation (i3) grant from the U.S. Department of Education and a matching \$1 million grant from CME Group Foundation. Dr. McCray's expertise includes mathematics teaching and learning, teacher professional development, cognitive development, and classroom assessment. Her dissertation on pedagogical content knowledge for preschool mathematics, which was funded by a Head Start Graduate Student Research Grant from the U.S. Dept. of Health and Human Services, won national awards from Division K of the American Educational Research Association (AERA) and the National Association of Early Childhood Teacher Educators (NAECTE).

**Jacqueline McDonnough**, Ph.D. is an associate professor of Science Education at Virginia Commonwealth University in Richmond. She is Co-PI on the Virginia Initiative for Science Teaching and Achievement, a \$32 Million grant from U.S. Department of Education focused on systemic change in science education. She is PI on the VCU Noyce Initiative, an NSF program focused on preparing highly qualified secondary science teachers for high need schools. She is completing a two-year term as Pre-service Teaching Strand Coordinator for the National Association for Research in Science Teaching.

**Jessica Meyers** serves as the Director of Programs at ASSET STEM Education. In her role as Director of Programs, Ms. Meyers directs, formulates and examines educational programs by designing, creating and expanding products and services while implementing the goals and objectives set forth in the organization

strategic plan. Additionally, she manages the day-to-day operations of ASSET programs, including an Investing in Innovation (i3) grant from the United States Department of Education. With over ten years of experience in grant and project management, she has administered over \$34 million dollars in different federal grants. Ms. Meyers studied at Duquesne University (Pittsburgh, Pennsylvania) where she received both a Bachelors of Arts degree in Psychology and a Master of Science in Education degree with a focus on Research and Evaluation.

**Paul D. Miller**, a project manager at the Success for All Foundation (SFAF), is currently managing two Investing in Innovation (i3) grants: one in middle school math and the other in early childhood. He was the primary developer of PowerTeaching, a professional-development series promoting research-proven instructional practices in mathematics that is currently being used at various schools throughout the U.S. and U.K. He is also a consultant to both the University of York's Tech Team Maths program and a for a research study that examined the effectiveness of utilizing a cooperative-learning approach with learner response devices for formative assessment in Years 7 and 8 mathematics. Most recently, he served as a developer of professional-learning resources at SFAF working in conjunction with Johns Hopkins University to establish a new graduate certificate program in cooperative learning. Prior to his work at SFAF, he was a middle/elementary school teacher and a math curriculum coordinator for grades pre-K through 6 in Baltimore, MD. He earned his master's degree in instructional systems development from the University of Maryland, Baltimore County (UMBC), where he also taught classes in developing evidence-based teaching portfolios within their SUPERSTEM program.

**John Nunnery** is Executive Director of The Center for Educational Partnerships at Old Dominion University and Professor of Educational Psychology and Research. He previously served as Director of the Bureau of Educational Research at The University of Memphis, Associate Research Scientist at Johns Hopkins University, and Executive Director of Research, Standards, and Accountability for the Memphis City Schools, which during his tenure won the first "Best Practices in Accountability Systems" award from the American Productivity and Quality Center for innovations in strategic planning, school improvement planning, organizational efficiency, and performance evaluation. His research and leadership interests are focused on providing effective solutions for educators of students at risk of failure due to economic hardship or historical deprivation. He has published more than 150 research reports, journal articles, and book chapters in this area, and currently serves as Associate Editor for the Journal of Education of Students Placed At Risk. He currently serves on the National Advisory Board for the White House "Operation Educate the Educators" initiative for military families. His work has been cited as meeting the highest standards of rigor by the National Clearinghouse for Comprehensive School Reform, the Comprehensive School Reform Quality Center, and the Education Commission of the States. Dr. Nunnery received a Pew Charitable Trusts National Teaching Leadership award in 1991, the Charles E. Clear Award for consistent and substantial contributions to educational research in 2007, and the Sara and Rufus Tonelson Award for outstanding contributions in teaching, research, publication and service in 2009. He has conducted dozens of state-wide and national research studies; served as a consultant for desegregation, educational equity, employment discrimination, and educational disparity lawsuits; has twice served as President of the Comprehensive School Reform special interest group of the American Educational Research Association; and has provided testimony, consultation, or invited addresses to the U.S. Senate subcommittee for ESEA re-authorization hearings, the National Academy of Sciences, the Annenberg Institute for School Reform, and the Harvard Civil Rights Project.

**Colin Ong-Dean** is an Associate Program Officer at the Spencer Foundation in Chicago, IL. He earned his Ph.D. in Sociology at UC, San Diego, where his research focused on the origins of social class inequality in the US special education system (*Distinguishing Disability: Parents, Privilege, and Special Education* (University of Chicago Press, 2009)). His current research interests include the relationship of teachers' social and professional identities to their representations of students' abilities and needs. At Spencer, Colin works in

various areas, focusing in particular on the Foundation's New Civics initiative and on grantmaking in the area of Education and Social Opportunity.

**Donald Peurach's** teaching, scholarship, and outreach sit at the intersection of educational organization, reform, and policy. Peurach investigates how these domains of activity interact both to undermine and to improve leadership, instruction, and student achievement. He has conducted analyses of these interactions in the context of large-scale, network-based improvement initiatives (e.g., comprehensive school improvement programs, charter management organizations, and education management organizations). Peurach has drawn on this work in developing outreach initiatives for school leaders and as an advisor to executives managing large-scale, network-based improvement initiatives. In 2011, Peurach received the Paula Silver Case Award from the University Council of Educational Administration for the most outstanding case published in the 2010 volume of the *Journal of Cases in Educational Leadership*. Prior to joining the School of Education as a faculty member in 2011, Peurach served as an assistant professor at Michigan State University and at Eastern Michigan University. He also served as a researcher on U-M's Study of Instructional Improvement. Before to his academic career, Don was a high school mathematics teacher and, before that, a systems analyst in manufacturing, health care, and higher education. Don holds a BA in computer science from Wayne State University, an MPP from the Ford School of Public Policy at U-M, and a PhD in educational studies from the School of Education at U-M.

**Janet Quint** has led or participated in a number of mixed-methods studies of education reform initiatives. She currently leads a team examining the implementation of small high schools in New York City that were established with funding from the Bill & Melinda Gates Foundation. She recently directed an evaluation of the impacts of FAST-R, a Boston-based initiative to help teachers use data to improve students' reading comprehension. She was project manager for MDRC's Scaling Up First Things First evaluation and is the author of a report synthesizing the findings of that study and of two other MDRC evaluations of high school reform initiatives. She was also principal investigator for a study of a theory of instructional change enunciated by the Institute for Learning at the University of Pittsburgh; the study used survey and observational data to develop statistical indicators of the stages in the theory and to develop quantitative estimates of the links between these stages. Before joining MDRC's K-12 policy area, she played major roles in the organization's evaluations of programs for welfare recipients and young mothers. A graduate of Harvard University, she received a Master of Arts in Teaching degree from the University of Chicago and a Ph.D. in sociology from the City University of New York.

**Emily M. Rodgers** is an associate professor in the College of Education and Human Ecology at The Ohio State University. She taught in schools as a classroom teacher, a reading specialist and special education teacher and now teaches graduate courses in early literacy and reading development at OSU. As co-director of The Reading Recovery University Training Center at OSU, Emily works closely with teachers, teacher leaders, and school administrators. Her research focuses on the professional development of teachers and scaffolding literacy learning particularly for young children having great difficulty learning to read and write.

**Lindsey Schaefer** is the Director of Private Philanthropy and Partnerships at IDEA Public Schools and is part of the Growth and Development team. Together, the team is charged with closing the operational funding gap and finding the financial support to achieve the goals set out in IDEA's 2017 Strategic Plan. Lindsey joined IDEA as the Director of Annual Fundraising in 2009, upon relocating to the Rio Grande Valley from Dallas. Prior to joining IDEA, Lindsey worked at Goldman Sachs in the Private Wealth Management division. Lindsey spent three years as a Financial Analyst for the top-producing team in the southwest region before becoming one out of eight analysts in the US to be promoted to a Private Wealth Advisor. As an advisor, Lindsey worked with high net-worth individuals and family foundations to manage, mitigate risk and advise on their private assets.



Before joining Goldman Sachs, Lindsey worked in various capacities for Merrill Lynch and spent time as a research analyst for NH Hoteles in Madrid, Spain. Lindsey graduated with honors from Southern Methodist University with a BBA in Finance and a BA in Spanish. Giving back to the community is a priority of Lindsey's, both in and out of work. She is the Secretary of the Junior League of Harlingen and a board member for Southern Methodist University Young Alumni, Cameron County Children's Advocacy Center (also known as Monica and Maggie's House), as well as Infant and Family Nutrition Agency. She is a graduate of the Leadership Brownsville Class of 25 and lives in Brownsville, TX with her husband, Nico, and dog, Sophie. In her role as the Director of Private Philanthropy and Partnerships, Lindsey manages the relationships of a portfolio of foundations, corporations and high-net worth individuals to strategically use their support to drive organizational improvement and growth. Lindsey matches the needs of IDEA with those of current and potential donors to ensure that IDEA's ambitious programmatic, expansion, and financial goals are met. Specifically, Lindsey acts as an internal consultant and thought partner to the senior leadership team on strategic initiatives such as human capital, college success, academic models, and continued growth of the IDEA network to architect a private philanthropy strategy that aligns with IDEA's mission. A relentless commitment to college for all children, an entrepreneurial spirit, project planning and an analytical perspective enable Lindsey to represent IDEA and build relationships with constituents throughout Texas, compelling private donors to support the work of IDEA and the education reform movement.

**Ruth Schoenbach** has, for over 25 years, developed programs, curricula, and professional development to help students become more successful readers and writers. As Co-Director of WestEd's Strategic Literacy Initiative (SLI), Schoenbach has worked since 1995 to increase higher-level literacy learning for middle school, high school, and community college students. Building on prior research and locally based research, Schoenbach and SLI Co-Director Cynthia Greenleaf developed the Reading Apprenticeship® instructional framework, which they describe in their best-selling WestEd book, *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. This book has become the catalyst for an international movement of educators who use the Reading Apprenticeship framework in their local schools — from elementary schools to community colleges to teacher education courses. In addition, Schoenbach has co-edited two other books — *Building Academic Literacy: An Anthology for Reading Apprenticeship*, and *Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, Grades 6-12* — and has co-authored numerous articles appearing in professional journals. In 2010, Reading Apprenticeship scored highest of all Investing in Innovation (i3) grants in the validation category for "scaling up" a proven educational approach. Funded by the U.S. Department of Education, this five-year effort, known as RAISE, is supporting large-scale dissemination of Reading Apprenticeship disciplinary literacy professional development. RAISE will reach more than 2,500 high school content teachers and over 400,000 students in five states (California, Indiana, Michigan, Pennsylvania, and Utah). Schoenbach serves as Project Director. Schoenbach received a BA in social sciences from the University of California, Berkeley, a Bilingual Multiple Subjects Teaching Credential from San Francisco State University, and an EdM in Teaching, Curriculum, and Learning Environments from the Harvard Graduate School of Education.

**Lyndsey Seabrook** is the Executive Vice President of the Success for All Foundation which develops, researches, and disseminates educational programs for K-12 schools. Ms. Seabrook directs the dissemination arm of the Foundation, which is focused on improving program implementation to increase student achievement. As an educational service provider, her focus has been helping leaders: manage second order change, implement a goal focused problem solving approach, provide intentional professional development, utilize an effective coaching model, and create multitier intervention systems that integrate data collection.

**Connie Siewert** is the Professional Development Center Manager for ASSET STEM Education, located on the campus of Penn State Great Valley in Eastern Pennsylvania. She manages the day-to-day operations of the center as well as facilitating i3 professional development academies, content enrichment trainings, and institutes for teachers in school districts across Pennsylvania. As former Lead Academic Coach in the Office of Curriculum and Instruction, Science Department, for the School District of Philadelphia, Connie was influential in developing research-based science curriculum with emphasis on integration of science, technology, engineering and mathematics for classrooms across the school district. She has presented at various local as well as national conferences.

**Robert Slavin** is currently Director of the Center for Research and Reform in Education at Johns Hopkins University, part-time Professor at the Institute for Effective Education at the University of York (England), and Chairman of the Success for All Foundation. He received his B.A. in Psychology from Reed College in 1972, and his Ph.D. in Social Relations in 1975 from Johns Hopkins University. Dr. Slavin has authored or co-authored more than 300 articles and book chapters on such topics as cooperative learning, comprehensive school reform, ability grouping, school and classroom organization, desegregation, mainstreaming, research review, and evidence-based reform. Dr. Slavin is the author or co-author of 24 books, including *Educational Psychology: Theory into Practice* (Allyn & Bacon, 1986, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009), *Cooperative Learning: Theory, Research, and Practice* (Allyn & Bacon, 1990, 1995), *Show Me the Evidence: Proven and Promising Programs for America's Schools* (Corwin, 1998), *Effective Programs for Latino Students* (Erlbaum, 2000), *Educational Research in the Age of Accountability* (Allyn & Bacon, 2007), and *Two Million Children: Success for All* (Corwin, 2009). He received the American Educational Research Association's Raymond B. Cattell Early Career Award for Programmatic Research in 1986, the Palmer O. Johnson award for the best article in an AERA journal in 1988, the Charles A. Dana award in 1994, the James Bryant Conant Award from the Education Commission of the States in 1998, the Outstanding Leadership in Education Award from the Horace Mann League in 1999, the Distinguished Services Award from the Council of Chief State School Officers in 2000, the AERA Review of Research Award in 2009, the Palmer O. Johnson Award for the best article in an AERA journal in 2008, and was appointed as a Member of the National Academy of Education in 2009 and an AERA Fellow in 2010.

**Donna R. Sterling** is a Professor of Science Education and Director of the Center for Restructuring Education in Science and Technology at George Mason University in Fairfax, Virginia. Recognized for her work in helping to improve science teaching in elementary and secondary schools, Donna R. Sterling also works with Mason's science and mathematics faculty to investigate research-based effective teaching and learning. Dr. Sterling coordinates science education programs in the College of Education and Human Development. She has extensive experience in designing, directing, and evaluating science education programs. She teaches science education leadership courses in the master's and doctoral science education leadership programs. Dr. Sterling is the principal investigator for numerous teacher professional development and research grants. Among her award winning programs are the New Science Teachers' Support Network for provisionally licensed science teachers and Science Camp for training preservice teachers to conduct problem-based learning with children. The research on these programs formed the basis for the new Virginia Initiative for Science Teaching and Achievement, a U.S. Department of Education, i3 validation grant. Her research interests span teacher professional development, effective science teaching and learning, assessment, and leadership in science education. Dr. Sterling has served as a research scientist, a science and mathematics teacher, a teacher educator, a curriculum developer, and a program director for education projects from kindergarten through graduate school. Dr. Sterling is a frequent speaker at national and international conferences and an author of over 100 articles, books, and reports.

**Christie Terry** is the Associate Director of the eMINTS National Center. Over the past twelve years with eMINTS, she has helped educators improve student outcomes through professional development focused on technology and instruction. She directs the e-Learning for Educators online professional development program and assists in coordinating the development of new programs and partnerships for the eMINTS National Center. She began her career teaching math and science in rural Mississippi with one computer for 30 students. She has also has taught third grade self-contained and was the lead teacher for a small progressive community school with multi-age classrooms and a focus on student inquiry.

**Sharon Twitty** is Director of ARCHES's *STEM Learning Opportunities Providing Equity (SLOPE) i3 Project*. The SLOPE Project was awarded to the California Education Round Table Intersegmental Coordinating Committee (ICC) and is an initiative of the ICC's Alliance for Regional Collaboration to Heighten Educational Success (ARCHES). The project will serve 4,800 students which is only treatment students for two years in nine districts that represent the geographic, racial-ethnic, and economic diversity of California. SLOPE is designed to help students succeed in Algebra at the eighth grade level and prepare for careers in science, technology, engineering, and mathematics. It combines proven strategies: early intervention -- rather than remediation; engaging, project-based learning; explicit strategies for English Learners; introduction to college culture for high needs students; and, support for teachers through professional development and reflective coaching via web based technology. Sharon has more than twenty years of experience in K-12 education. She started her career as a classroom teacher in the Chowchilla School District. After achieving success, as measured by the academic gains of her English Language Learners, she was recruited to be a resource teacher and mentor teacher. Sharon later became an administrator, serving at the school, district, and county level. Most recently, she served as the Assistant Superintendent of Instructional Services and Public Affairs for the Merced County Office of Education. During her tenure there, Sharon chaired several statewide initiatives for the CA County Superintendents Educational Service Association, including the Asilomar Leadership Symposium in 2008 and the Curriculum and Instructional Steering Committee in 2009. She has published in ASCD's publication *Educational Leadership* and has served on numerous state and federal advisory committees. Sharon earned a Bachelor's degree in Liberal Studies and a Master's degree in Educational Leadership from the California State University, Fresno. She also holds a Multiple Subject Credential, an Administrative Service Credential, and a Language Development Specialist Certificate.

**Nicole Yohalem** is director of special projects at the Forum for Youth Investment where she leads work related to out-of-school time and bridging research, policy and practice. Prior to joining the Forum staff in 2000, Nicole served a youth development specialist at Michigan State University where she developed, implemented and evaluated community-based youth programs and provided training and technical assistance to programs statewide within the Cooperative Extension Service. Prior to that she worked at the local level, developing and directing mentoring, leadership and after-school programs for urban youth through 4-H. From 1990 to 1995, Nicole worked in the adolescent division of the High/Scope Educational Research Foundation where she directed the Foundation's residential programs for teens while developing curricular and training materials for use in a wide range of youth programs. In addition to her work with the Forum, Nicole has served as a consultant to the World Bank on education reform in the Latin American and Caribbean region. She received her Master of Education degree from the Harvard Graduate School of Education in its multidisciplinary Risk and Prevention program.

**David Younkin** is Director of Professional Development Services and Innovation at Children's Literacy Initiative (CLI). In this capacity, he oversees all CLI training and coaching materials, the orientation and ongoing training of CLI Professional Developers, and the CLI Compass website. He has worked for 20 years in education as a teacher and was a manager of professional development at CLI. Dave holds a BA in Science from Loyola Marymount University and a Masters in Elementary Education from Bank Street College of Education.