

U.S. Department of Education Reading Institute Presenters

Anita Archer

Dr. Archer has nearly four decades of her own instructional development, field studies, and consulting and training experience. Her primary vision has always been the delivery of effective instruction. A movement toward evidence-based interventions and instruction has made a significant difference in practice as well as curriculum design and development.

While earning her Ph.D. in special education from the University of Washington, Dr. Archer was fortunate to work with a team ahead of its time in research-validated instructional techniques and student progress monitoring. She was teaching elementary and middle school language arts, she was asked to return to the university to teach college classes and establish some of the first resource rooms. She has held teaching positions at the University of Oregon and San Diego State University and continues presenting in K–12 classrooms on a variety of topics, including her *REWARDS* reading and writing intervention programs from Sopris West. Dr. Archer is the recipient of ten Outstanding Educator awards.

Stephen Barkley

Mr. Barkley is internationally recognized for his ability to facilitate change in individual schools and school districts. He brings over thirty years of experience in education beginning his career as an elementary school teacher; he is now executive vice president of Performance Learning Systems, Inc., an educational consulting firm. Mr. Barkley has served as a consultant to school districts, teacher organizations, state departments of education and colleges. He has designed and conducted short- and long-term professional development training for both teachers and administrators. He also has extensive experience guiding districts through the process of school restructuring and site-based management.

Mr. Barkley is recognized as an expert on developing and sustaining school mentoring and coaching programs. He has spoken at National Staff Development Council Conferences, state school board association meetings, and other national conferences.

Rita Bean

Dr. Bean, professor emeritus in the Department of Instruction and Learning, received the International Reading Association (IRA) Special Service Award for distinguished service to the association. Dr. Bean, who joined the University in 1971, also was inducted into the Reading Hall of Fame. Established in 1973, the Hall of Fame recognizes individuals who have contributed to further improvement in reading instruction. An IRA member for more than 40 years, she was a member of the IRA board of directors from 2002 to 2006. During that time, she served as a member of the Research on Teacher Education Committee. Dr. Bean also chaired the Commission on the Role of the Reading Specialist, which conducted a national study on the role of reading specialists that resulted in an IRA position statement in 2000.

Elizabeth Bright

Dr. Elizabeth Bright is a Research Associate with the National Reading Technical Assistance Center and RMC Research Corporation (RMC). She earned her doctoral degree in Research, Evaluation, and Measurement from the University of Florida. Dr. Bright has over twenty years of experience in educational program evaluation and research. Her current research interests include the impact of

literacy coaching on student achievement, and promising instructional practices for success with English language learners.

Anneta Buenger

Ms. Buenger currently serves as a Technical Assistance Provider for the National Reading Technical Assistance Center and was a project team member on the National Reading First Sustainability Project. Ms. Buenger has been in the field of education for thirty-five years as a teacher, elementary principal, high school principal, district-level administrator, and education specialist for a regional education service center. Prior to her work with RMC Research Corporation (RMC), she served as superintendent in both a non-Reading First district and a Reading First district in Texas. As a member of the National Reading Technical Assistance Center (NRTAC) team, she has experience in providing professional development and technical assistance on scientifically based reading research at the state, district and school level.

Shari Butler - RMC

Kathleen Cooper

Ms. Cooper's primary areas of expertise are research-based reading instruction, leadership support, professional development design and delivery, and school improvement. As a Research Associate in the Sacramento, California office of the RMC Research Corporation (RMC), Ms. Cooper provides technical assistance services through the Reading First Technical Assistance Center to state and local educational agencies on the implementation of Reading First grants and sub-grants. Her responsibilities include supporting implementation of reading programs in alignment with scientifically based reading research, building central and site instructional leadership, using of data for instructional decision-making, and developing instructional tools to augment teacher effectiveness. In addition, Ms. Cooper has leadership responsibility for NRTAC projects including a Literacy Leadership Institute, and advanced Coaching Institute, a focused study of the effects of Reading First professional development, and a case study of effective practices for education English learners in two Reading First districts.

Ms. Cooper holds a Master's Degree in Educational Administration from California State University, Sacramento. Additionally, Ms. Cooper has California certification for teaching and administrative services and a state-issued certificate as a Reading Specialist.

Lexie Domaradzki

Ms. Domaradzki joined RMC Research Corporation (RMC) as a Research Associate in 2008. She provides technical assistance on the implementation of Reading First grants to the Northwest State Cluster Team for the National Reading Technical Assistance Center (NRTAC). Her primary areas of expertise are early childhood and kindergarten through Grade 12 reading, with emphases on research-based instruction and assessment. Her responsibilities include coordinating and delivering consultation and professional development services in support of high-quality, research-based reading instructional systems and providing linkages to resources including national experts, studies, and services. Prior to joining RMC Ms. Domaradzki served as the Assistant Superintendent of Teaching and Learning for the Washington State Office of Superintendent of Public Instruction. She served as the Washington Reading First Director, directing the implementation of the Washington Reading First grant. In this capacity she worked extensively on professional development, data analysis, and intervention design for beginning reading.

Nell Duke

Dr. Duke is a contemporary educator and literacy researcher with an interest in informational text, early literacy development, with an emphasis on children living in poverty, reading comprehension instruction, and education researcher preparation. She is currently an associate professor of teacher education and educational psychology at Michigan State University and the co-director of the Literacy Research Center (LARC).

Dr. Duke is the recipient of several prestigious awards early in her career including the Promising Researcher Award from the National Council of Teachers of English. The following year she was recognized by the International Reading Association for the Outstanding Dissertation Award in 2000. Dr. Duke teaches at Michigan State University in the College of Education. She also served as the Co-Founding Associate Director for the Literacy Achievement Research Center (LARC) and is currently a Co-Director for LARC, a research center that encourages research and distribution of knowledge about complex literacies for all ages from young children through adulthood. Dr. Dukes earned an Ed. D. in Language and Literacy from Harvard University.

Christine Dwyer

Ms. Dwyer, is a partner and Senior Vice President in RMC Research Corporation (RMC), a national firm headquartered in Portsmouth, NH, employing approximately 125 people who conduct research and evaluation, provide technical assistance and consultation, and develop products for governments at all levels as well as private foundations and other entities. Dwyer's primary research and development work has been in education, media, literacy, and the arts.

She holds degrees from Mount Holyoke College and the University of New Hampshire. Dwyer has provided extensive pro bono service in the arts over the past ten years. Dwyer has served as chair of the New Hampshire State Council on the Arts (NHSCA), the Portsmouth Music Hall board, and the Portsmouth Cultural Commission. She is currently a board member of the New Hampshire Business Committee on the Arts, an arts commissioner in her home city of Portsmouth, New Hampshire, and a trustee and Treasurer of the Currier Gallery of Art.

Susan Ebbers

Ms. Ebbers is an independent educational consultant and author, and a doctoral candidate at UC Berkeley. She is published by Sopris West (aka Voyager Learning and Cambium Learning) with four publications and is a Gibson-Hasbrouck Associate. With her colleagues, Vicki Gibson and Jan Hasbrouck, they offer premier professional development services in education. Ms. Ebbers' curricular publications promote knowledge of the phonics code and knowledge of roots and affixes. Vocabulary, morphological awareness, linguistic insight, English Language Learners, interest theory and comprehension, measurement theory, she is a researcher, educational consultant, blogger, and curriculum author. She is also a Ph.D. candidate on Cognition and Development at the University of California, Berkeley.

Ann Fiala

Ms. Fiala worked as a Senior Field Analyst for RMC Research Corporation (RMC) until 2006. She developed and delivered training on beginning instruction, use of data, use of center/workshop for small group instruction, differentiated instruction and building instructional leadership teams. Clients were various states Department of Education, school districts and campuses including a training of trainers in Texas on Texas Adolescence Literature Academy for sixth thru eighth grades. She has also worked with SERTAC.

She believes that every child is entitled to learning to read successfully and we are responsible for teaching them how. Ms. Fiala facilitates professional learning about reading instruction and provides research-based information about how to improve reading instruction that results in increased student reading achievement.

Alice Furry

Dr. Furry has 34 years of professional experience with research-based approaches to supporting and evaluating educational performance. Her primary areas of expertise are assessment development, instructional design, instructional leadership, professional development, program evaluation, research-based reading instruction, and school improvement. As a research associate and director of the Sacramento office of RMC Research Corporation (RMC), she serves as a senior technical assistance associate and as a member of the leadership team of the National Reading Technical Assistance Center (NRTAC). Prior to joining RMC Research in 2008, Dr. Furry served as the Chief Administrative Officer of the Reading Lions Center in Sacramento, California. This agency served as the nexus for the Reading First California Technical Assistance Center, which oversaw 8 Regional Technical Assistance Centers across the state; and served as the lead for the California Reading Implementation Centers, a statewide network of professional development programs for teachers, coaches, and administrators.

Irene Gaskins

Ms. Gaskins is a teacher and instructional leader. Throughout her career she has been involved in many aspects of reading education. As a research assistant she tracked the characteristics and progress of struggling readers in Pennsylvania's dyslexia study. This experience piqued her interest in why some bright children have great difficulty learning to read. Sparked by her interest in children who have profound difficulties in learning to read, Ms. Gaskins founded Benchmark School in Media, Pennsylvania in 1970.

Ms. Gaskins has worked on such significant problems as designing word recognition instruction that works for students who previously made little progress in this area, improving reading performance by increasing students' awareness and control of cognitive styles and other personal factors, and designing programs that teach strategies for understanding and learning from texts.

Nina Gonzales

Ms. Gonzalez started her career in education as a bilingual elementary school teacher in Title I schools in Texas. She later worked at The University of Texas at Austin providing professional development to university students in the teacher certification program. Afterward she worked as a Reading Technical Assistance Provider with University of Texas System, Institute for Public School Initiatives. Here she worked alongside elementary school teachers, reading specialists/coaches, campus administration, and district personnel with the implementation of scientifically based instructional practices. She has presented on numerous topics such as of bilingual education, best practices for reading instruction, problem solving, coaching, assessment, and interpreting and using data to make instructional decisions. Ms. Gonzales is currently a Research Associate/Technical Assistance Provider with RMC Research Corporation and the Reading First Technical Assistance Center. Here she provides tailored professional development and customized technical assistance nationally in an effort to improve student reading achievement. Daily she is reading, analyzing, disseminating, and interpreting scientifically valid research to improve the field of education.

Trudy Hensley

Dr. Hensley provides professional development and technical assistance for the National Reading Technical Assistance Center (NRTAC) located at RMC Research Corporation (RMC). In addition to her role with the NRTAC, she is the director of the Tampa, Florida office of RMC. Her management and administrative responsibilities include managing, directing, and coordinating the planning, personnel, fiscal, and operational activities for the Tampa office. Additionally, she designs and conducts program evaluations and provides training and technical assistance in the areas of federal program implementation, school improvement, and early literacy. Dr. Hensley began her professional career as a classroom teacher. She has served as a supervisor of reading programs; been an Assistant Superintendent responsible for curriculum and evaluation; served as a demonstration teacher for teachers in training; and worked with multiple school districts as a state regional consultant in Reading and Leadership. Dr. Hensley is a graduate of the University of Georgia.

Tina Herrington

Ms. Herrington is the Assistant Superintendent for Curriculum & Instruction in the Goliad I.S.D. in South Texas. She has been in education for the past 19 years and has extensive experience from kindergarten through the university level, including teacher, curriculum director, assistant superintendent, and university faculty member. She previously served as a technical assistance provider for the Central Regional Reading First Technical Assistance Center. In that role she developed customized professional development based on the needs of individual state Reading First program offices. Prior to her work at RMC, she served as a district administrator, a role in which she oversaw the use of both federal and state funds. She has authored, administered, and evaluated various federal programs and grants and worked closely with business managers and state agencies to comply with grant guidelines. At the Sealy Independent School District, she was responsible for management and oversight of a Reading First grant among others.

While at the university, Ms. Herrington was instrumental in the development of new curricula for reading methods courses to better correlate the teacher preparation program with Texas state standards. She also helped develop new curriculum for reading methods courses that correlated with the state standards. Ms. Herrington also served as a master trainer for the delivery of the Teacher Reading Academies in Texas and subsequently delivered the professional development at the national level. She is a certified reading specialist, currently working on her Ph.D. with a focus on reading research and instructional practices.

Elfrieda Hiebert

Dr. Hiebert is an Adjunct Professor in the Graduate School of Education at the University of California, Berkeley. Her interests lie in how fluency, vocabulary, and knowledge can be fostered through appropriate texts. She has authored or edited nine books, the most recent of which is *Finding the Right Texts for Beginning and Struggling Readers: Research-Based Solutions* (Guilford Press; with M. Sailors). Through documents such as *Becoming a Nation of Readers* (Center for the Study of Reading, 1985) and *Every Child a Reader* (Center for the Improvement of Early Reading Achievement, 1999), she has contributed to making research accessible to educators. She is also a member of the Reading Hall of Fame.

Marla R. Hunt

Ms. Hunt, M.Ed., started her career in education as an elementary school teacher in Title I schools having taught numerous primary and intermediate grade levels, as well as, Title I Reading. In addition to her classroom experience, she has worked as a Title I/ Curriculum Specialist and Reading Coach within

urban districts. She collaboratively worked alongside elementary school teachers, campus administration, district reading specialists/coaches, and district personnel with the implementation of scientifically based instructional practices and has presented on numerous topics such as best practices for reading instruction, parent involvement, adult life-skills, problem solving, coaching, assessment, and interpreting and using data to make instructional decisions. She is currently a Research Associate/Technical Assistance Provider with RMC Research Corporation (RMC) and the National Reading Technical Assistance Center (NRTAC). Here she provides tailored professional development and customized technical assistance nationally in an effort to improve student reading achievement.

Sandra Jones

Dr. Jones, Hill Program Coordinator, Associate Professor, Communication Sciences & Disorders, was a school educator for 30 years, serving as a teacher, professional development coordinator, principal, and academic dean. In addition to her responsibilities as Director of HILL for the past 9 years, Dr. Jones is an Associate Professor in the Department of Communication Sciences and Disorders.

Dr. Jones and her colleagues train reading specialists, literacy coaches, principals, district administrators how to lead school-wide literacy initiatives throughout Massachusetts and the nation. Recognized for her work in the area of leading literacy change, she and her colleagues were invited to present at the National Reading First Conference for 3 successive years.

Dr. Jones served as the Professional Development Coordinator for the Department of Elementary and Secondary Educations Massachusetts Reading First Plan for six years. She was also a member of the Massachusetts Reading Leadership Team and the Statewide Adolescent Task Force and has provided professional development to New York, Arkansas and New Hampshire Reading First literacy leaders.

Michael Kamil

Dr. Kamil is a Consulting Professor, for the Psychological Studies in Education, School of Education, at Stanford University. His work is concerned with the effects of technology on literacy and its acquisition. His research determines the types of materials that are best suited for use in beginning reading instruction and the appropriate balance between applications of technology and the demands of literacy. He also conducts research with English language learners. A current study of his examines the effects of recreational reading of information text on reading achievement of ELL students. He is currently a member of the National Literacy Panel for Language Minority Children and on the Editorial Advisory Board, Journal of Educational Psychology. Dr. Kamil previously served on the RAND Reading Study Group and the National Institute of Child Health and Development National Reading Panel. Dr. Kamil earned his Ph.D. from the University of Wisconsin, Madison.

Janette Klingner

Dr. Klingner is a Professor of bilingual multicultural special education in the Department of Educational Equity and Cultural Diversity at the University of Colorado at Boulder. She was a bilingual special education teacher for ten years before earning a Ph.D. in Reading and Learning Disabilities at the University of Miami. She currently is a co-Principal Investigator on two research projects funded by the Institute of Education Sciences, U.S. Department of Education and a co-Principal Investigator for an Equity Assistance Center (Region VIII). To date she has authored or co-authored 100 articles, books, and book chapters, including several on reading comprehension and on Response to Intervention (RTI). She has presented at numerous local, national, and international conferences, and conducted several professional development workshops, many on the topics of reading comprehension and RTI. In 2004

she won the American Educational Research Association's Early Career Award. Her research interests include Response to Intervention for English language learners, reading comprehension strategy instruction for culturally and linguistically diverse students, and the disproportionate representation of culturally and linguistically diverse students in special education.

Vicki LaRock

Ms. LaRock is a Senior Research Associate in the Portland, Oregon office at RMC Research Corporation (RMC). Vicki has been providing technical assistance and professional development to states, districts and schools implementing Reading First programs for the last seven years, currently as part of the National Reading Technical Assistance Center (NRTAC) and before that as part of the National Center for Reading First Technical Assistance. She also currently provides reading services to states as part of the Northwest Regional Comprehensive Center. In her more than thirty years of experience in education, much of it as a technical assistance provider, Vicki has also been a senior field services consultant for a Regional Educational Laboratory, a state reading director, a state Title I program director, and a Title 1/Chapter 1 reading teacher.

Lucy Levine - RMC

Christopher J. Lonigan

Dr. Lonigan is a leading researcher in the areas of pre-school literacy instruction and assessment whose research interests additionally include the emotional and motivational influences on the development of psychopathology; language acquisition; and early intervention (language/literacy) and its effects on cognitive, behavioral, and social development. He is a professor in the Department of Psychology at Florida State University. Dr. Lonigan's current research is in preschool interventions for children at-risk of reading failure, development of emergent literacy skills in preschool children, and language development and social development. On a joint grant with the University of Southern California, he is investigating "Enhancing Preschoolers Pre-literacy Skills", funded by the National Science Foundation's Interagency Educational Research Initiative. He has published several articles on early reading skills and pre-reading abilities of children. Dr. Lonigan holds a Ph.D. from the State University of New York, Stony Brook.

Kathleen Lord

Dr. Kathleen Lord, a reading specialist, provided professional development to high school teachers in the English Department. Dr. Lord discussed instructional strategies and assessments for open response questions on the MCAS exam. She emphasized the fact that open response questions were primarily formulated to assess students in reading skills. Dr. Lord offered the teachers specific reading strategies in order to increase student performance on the MCAS.

Lesley Maxwell

Ms. Maxwell is Director of Clinical Education, Coordinator of the Speech, Language, and Literacy Center (SLLC), and Clinical Assistant Professor, Communication Sciences & Disorders. She is a specialist in pediatric speech-language pathology with interests in the areas of language and literacy, early childhood disorders of communication, autism, school-age language learning disabilities, phonological disorders, and oral language instruction in regular education classrooms. In addition to her administrative duties, Ms. Maxwell teaches courses on the topics of language acquisition and intervention seminars, and mentors students and faculty in the Speech, Language and Literacy Center. Ms. Maxwell is also a

consultant at Boston Public Schools and at Speech and Hearing Associates.

Mike McKenna

Michael C. McKenna is Thomas G. Jewell Professor of Reading at the University of Virginia. He has authored, coauthored, or edited 15 books and more than 100 articles, chapters, and technical reports on a range of literacy topics. His books include *The Literacy Coach's Handbook*, *Assessment for Reading Instruction*, *Help for Struggling Readers*, *Teaching through Text*, *Issues and Trends in Literacy Education*, among others. His research has been sponsored by the National Reading Research Center (NRRC) and the Center for the Improvement of Early Reading Achievement (CIERA). He is the cowinner of NRC's Edward Fry Book Award and ALA's Award for Outstanding Academic Books. He serves on the editorial board of *Reading Research Quarterly*, and his articles have appeared in that journal as well as the *Journal of Educational Psychology*, *Educational Researcher*, *The Reading Teacher*, and others. He has coedited themed issues of the *Peabody Journal of Education and Reading and Writing Quarterly*. His research interests include comprehension in content settings, reading attitudes, technology applications, and beginning reading.

Margaret McKeown

Dr. McKeown is a Clinical Professor, Department of Instruction and Learning, University of Pittsburgh School of Education and Senior Scientist in the Learning Research and Development Center. In her work at the University of Pittsburgh, she pursued two major lines of research. One is the investigation of the development of vocabulary as it influences reading comprehension; the other focuses on the comprehension students achieve from school texts.

The vocabulary work began as a study of the effects of vocabulary knowledge on reading comprehension through the implementation of a vocabulary program, developed within the project, designed to help children build rich semantic concepts. The work later expanded into investigation of children's processing in learning words from context, the effectiveness of dictionary definitions, and the design of several instructional products.

The comprehension work began with the analysis of textbook materials and investigation of their effect on comprehension. That work led to the examination of students' knowledge of school topics developed from textbooks, the design of revisions to texts based on cognitive theory, and the development of instructional approaches to help students construct meaning from text: *Questioning the Author* for intermediate and middle grades, and *Text Talk*, a read-aloud approach for primary grades.

Dr. McKeown received the University of Pittsburgh, Pitt Innovator Award, 2007, and is a Member of the International Reading Association, Reading Hall of Fame, 2008.

Kristina Najera – RMC

Ms. Najera is a Research Associate at RMC Research Corporation in Arlington, VA. She brings expertise in literacy, pre-service and in-service teacher training and professional development, and curriculum development. Her particular area of focus is implementation of evidenced-based reading research and instruction. She is currently serving as a Technical Assistance Provider with the National Reading Technical Assistance Center (NRTAC) and has presented on topics related to scientifically-based reading instruction, effective instructional practices to enhance core instruction, sustaining evidence-based reading practices, and effective instructional leadership of evidence-based schoolwide reading models. Additionally, she assisted in the development of resources to support effective scientifically-based reading practices.

Ms. Najera served as an elementary school teacher and teacher leader for nine years. She worked as an educational consultant and literacy coach for an educational publisher in California where she provided professional development training in the five components of reading, data-driven decision-making, and differentiated instruction. After 4 years in publishing, she enrolled in a PhD program at the University of Delaware. During her tenure at the University of Delaware, she taught graduate and undergraduate courses, managed the America Reads tutoring program, conducted research on writing, reading, and professional development, and served as a consultant for the Delaware Writing Project. She is in the process of writing her dissertation and expects to graduate in 2010.

Sarah Nelson

Dr. Nelson is an Assistant Professor in Educational Leadership and an Associate Director the International Education Leadership and Social Change, Department of Educational Administration and Psychological Services at Texas State University–San Marcos, Texas. She serves as a researcher and instructor in the Educational Leadership program, which prepares school administrators. Her research interests include educational equity, culturally responsive pedagogy, and high stakes accountability systems.

Previous to her work at the University she was, for seven years, Principal of an urban elementary school serving 850-1100 students with diverse cultural, linguistic, and economic backgrounds (85% Hispanic, 10% African American, 5% White; 45% English Language Learners; 85-90% Poverty).

Dr. Nelson received her Ph.D. in Educational Administration at the University of Texas at Austin, Public School Executive Leadership.

Tim Rasinski

Dr. Rasinski is a Professor of literacy education at Kent State University. He has written over 150 articles and has authored, co-authored or edited over 15 books or curriculum programs on reading education. He is co-author of the award winning fluency program called Fluency First. His scholarly interests include reading fluency and word study, reading in the elementary and middle grades, and readers who struggle. His research on reading has been cited by the National Reading Panel and has been published in journals such as Reading Research Quarterly, The Reading Teacher, Reading Psychology, and the Journal of Educational Research.

Andrea Reade - RMC

Jo Robinson

Ms. Robinson has worked for 32 years in the public school systems in two states. Twenty-nine of those years were in elementary schools, first as a teacher and then as a principal in three different schools. Under Ms. Robinson's direction her last elementary school won a Chase Manhattan/Fordham University School Change Award in 2000 for dramatic increases in reading achievement. She has taught adjunct graduate courses for four universities, and was the director of both the Reading Excellence Act and Reading First for the state of Washington Department of Education. She has worked with the U.S. Department of Education and nine states to help them implement Reading First.

Marsha Roit

Dr. Roit is the Director of Professional Development for SRA/McGraw-Hill and one of the authors of the Open Court Reading Program.

She is also program author of SRA Imagine It! A comprehensive Pre-K - 6 reading language arts program that incorporates feedback from teachers nationwide with the most recent research in the areas of reading and writing.

Emily Russin - RMC

Sarah Sayko

Sarah Sayko is a Research Associate at RMC Research Corporation (RMC) in Arlington, VA. She is currently serving as a Technical Assistance Provider with the National Reading Technical Assistance Center (NRTAC) assisting states with the implementation of their Reading First grants. Ms. Sayko also served on the Reading First sustainability project. In this capacity, she assisted in the development of state and local resources to support sustaining evidence-based reading practices and facilitated local districts on the development of sustainability plans.

Prior to joining RMC, Ms. Sayko was a Reading First Coordinator in a Massachusetts school district, where she was responsible for local program implementation and was a Reading First Coach, working directly with teachers to support implementation of evidence-based reading practices. She is a certified K-12 reading specialist and holds a M.Ed. in Reading from Lesley University.

Mark Shinn

Dr. Shinn is Professor of School Psychology and Program Director of the School Psychology Program at National Louis University, 1 of 2 NASP accredited programs in the Chicago area. Prior to joining NLU, he was professor of School Psychology and Special Education at the University of Oregon for 19 years. Dr. Shinn also serves as Project Director of the Northern Region of IASPIRE, an OSEP and Illinois State Board of Education personnel preparation project designed to support implementation of RTI and EIS. In 2006, he co-designed the RTI/EIS training for the Bureau of Indian Education (BIE) that was delivered to Indian Nations across the country by the Consortium on Reading Excellence (CORE). He serves as a member of the CORE national advisory board and was a member of the Friends of Idaho Reading Community. Dr. Shinn is a nationally recognized contributor to research and practice of scientifically based progress monitoring and universal screening using Curriculum-Based Measurement (CBM), publishing more than 50 journal articles and book chapters on the topic and editing two major CBM books. He was one of 6 members of the Technical Review panel for the OSEP-funded National Center for Student Progress Monitoring and continues to contribute to AIMSweb, a publisher of CBM materials and a web-based system for organizing and reporting CBM data.

Rebecca Silverman

Dr. Silverman is a former elementary school teacher and an endorsed reading specialist, whose teaching and research are focused on early prevention and intervention for children who may be at risk for experiencing reading difficulties. Dr. Silverman is particularly interested in the relationships between children's individual characteristics and teachers' instructional methods. She has concentrated primarily on vocabulary development and instruction, having conducted studies evaluating methods of early vocabulary instruction during storybook reading, comparing the vocabulary development of young English-Only and English Language Learning children, and investigating the effect of multimedia enhanced vocabulary intervention on children's vocabulary development. In the future, she plans to investigate the potential longitudinal influence of early vocabulary and oral language instruction on the reading and writing development of children with diverse backgrounds and abilities.

Dr. Silverman received her Ed.D. at Harvard Graduate School of Education, Language and Literacy and is a member of the International Reading Association, the National Reading Conference, the Council for Exceptional Children, and the American Educational Research Association.

Jan Silverstein

Dr. Silverstein has served as a consultant for the National Center for Reading First Technical Assistance within the Western Region since 2005. She also consulted with Expanding the Reach, a Title I Pilot Project focused on improving achievement in reading from 2005-2007. Dr. Silverstein directed federal and state grants and awards programs at the Colorado Department of Education (CDE) from 1994 through 2005 including the federal Colorado Reading First initiative and state level reading reform. Having coordinated state level standards-based reform and accountability efforts, Dr. Silverstein has also taught speech language pathology and special education coursework at the university level. Her areas of interest and expertise include literacy, program evaluation, comprehensive planning, leadership, organizational structures, professional development, and group facilitation.

Margaret Simon

Dr. Margaret Simon, Senior Research Associate at RMC Research Corporation (RMC) has over 35 years of experience in education concentrated in the areas of reading and literacy in grades preK-12, teacher preparation, technical assistance and professional development, program evaluation and research, and developmental psychology. She has a Ph.D. in Developmental Psychology/Research and Evaluation from Boston College and an Ed.M. in Child Development from Tufts University. Simon has consulted with teachers and administrators as well as with evaluators of research-based programs in various content areas for the U.S. Department of Education. In addition, she has had a lead role on a number of federal contracts focused on identifying best practices, translating research into practice, and creating evidence-based multimedia and text resources for a variety of audiences. She has served on the faculties at Boston College and Wheelock College and provided professional development on a variety of topics to teachers and administrators in early childhood and elementary school settings.

Martha Smith

Ms. Smith is an Educational Consultant in Reading and has over seventeen years of classroom teaching experience. Dedicated to helping K-12 teachers translate educational research into practice, Ms. Smith enjoys developing literacy-related professional materials and delivering staff development with onsite follow-up support to educators across the country.

Catherine Snow

Dr. Snow is an expert on language and literacy development in children, focusing on how oral language skills are acquired and how they relate to literacy outcomes. Snow has chaired two national panels: the National Academy of Sciences committee that prepared the report "Preventing Reading Difficulties in Young Children," and the Rand Reading Study Group that prepared "Reading for Understanding: Toward an R&D Program in Reading Comprehension." Her research activities include a longitudinal study of language and literacy skills among low-income children who have been followed for 15 years since age three; following the language development of young children participating in the Early Head Start intervention; studying the vocabulary development of first- and second-language learners; and considering aspects of transfer from first to second language in the domains of language and literacy. Her book, *Preparing Our Teachers: Opportunities for Better Reading Instruction*, is one of several efforts she is involved in to develop consensus among teacher-educators about what pre- and in-service elementary teachers need to know about language and literacy. Snow has also written about bilingualism and its relation to language policy issues such as bilingual education in the United States

and in developing nations, and about testing policy. She is currently involved in efforts to improve middle-school literacy outcomes, in partnership with other Boston area researchers and the Boston Public Schools. She received her Ph.D. from McGill University in Canada.

Shane Templeton

Shane Templeton has been on the Literacy Studies faculty at the University of Nevada, Reno since 1983. He is Program Coordinator for Literacy Studies and teaches undergraduate and graduate courses in Reading and Language Arts in the intermediate and middle grades, and graduate courses in the Foundations of Literacy and in Word Study.

Dr. Templeton received his Ph.D. and M.Ed degrees from the University of Virginia and his undergraduate degree from the University of California, Santa Barbara. A former primary- and high-school teacher, he has published in both educational and research journals; his research is focused on the development of word knowledge in elementary-, middle-, and secondary-school students. His books include *Teaching the Integrated Language Arts and Children's Literacy: Contexts for Meaningful Learning*; he is co-author of *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (3rd Ed.). He is the author of chapters on spelling development and instruction in the *Encyclopedia of Education* (2nd ed.), the *Handbook of Research on Teaching the English Language Arts* (2nd Ed.), and with Darrell Morris in the *Handbook of Reading Research* (Volume III). He has been Principal Investigator for the Nevada Reading Excellence Act at the University of Nevada, Reno. Since 1987 he has been a member of the Usage Panel of the American Heritage Dictionary.

Alice Thomas

Ms. Thomas is the founder, president and CEO of the Center for Development and Learning. A core mission of social justice drives her strong belief that every child is entitled to a high-quality education regardless of race, socioeconomic background, or learning profile. A career educator for 30+ years, she has been a teacher (grades 7-12), a middle and high school counselor, and an intervention specialist in inner city, suburban and rural public schools; and has served as a co-instructor for graduate level courses. She has delivered hundreds of seminars on learning and teaching to public, parochial and private school administrators, teachers and parents, both nationally and internationally, and has presented at national and international conferences. She is the coauthor of the *Learning Profiles: Differentiated Instruction for Diverse Learners* professional development program and *Right from Birth* parent training curriculum, and author or coauthor of numerous articles on teaching and learning. Alice holds certifications in teaching, guidance and supervision. In 1990, she completed a fellowship at the Clinical Center for the Study of Development and Learning at the University of North Carolina Medical School, Chapel Hill. She is a graduate of the National Staff Development Council Academy. Alice recently studied change leadership with Michael Fullan at the Ontario Institute for Studies in Education at the University of Toronto.

Sheryl Turner

Ms. Turner is an Associate in Research within the Tampa, Florida offices of RMC Research Corporation (RMC). There her knowledge in the scientifically based reading strategies is utilized as a National Reading Technical Assistance Provider. She consults and advises state Departments of Education Reading First offices in the implementation of literacy initiatives. She also conducts professional development at the state, district and school level for literacy coaches, administrators, and K-12 teachers in several areas, including scientifically based strategies for improving student literacy, the role

of the coach, and classroom management. As a National Board Certified Teacher with sixteen years of teaching experience in education, she has taught grades one through five.

Sharon Van Vlick - RMC

Sharon Walpole

Dr. Walpole is assistant professor at the University of Delaware School of Education. She teaches undergraduate courses on language and literacy development in kindergarten and first grade, Master's courses on content area reading instruction and on organization and supervision of the reading program, and doctoral seminars on literacy and educational policy. She has extensive school-based experience, including both high school teaching and elementary school administration. She has also been involved in federally funded and homegrown school-wide reform projects. Dr. Walpole has studied the design and effects of school-wide reforms, particularly those involving literacy coaches and she works closely with the Reading First initiatives in Delaware and in Georgia. She is co-author of *The Literacy Coach's Handbook: A Guide to Research-based Reform* and *Differentiated Reading Instruction: Strategies for the Primary Grades* as well as recent articles in *Reading Research Quarterly*, *Journal of Educational Psychology*, *Reading and Writing Quarterly*, *Journal of Speech, Language, and Hearing Services in the Schools*, *Early Education and Development*, and *The Reading Teacher*. Dr. Walpole received her Ph.D. in Reading Education at the University of Virginia.

Caroline Wilkinson

As a member of the National Reading Technical Assistance staff, Ms. Wilkinson has provided technical assistance to state departments of education in Alaska, Colorado, Hawaii, Minnesota, New Mexico, North Dakota, Ohio, Utah and Wisconsin. In addition, she provides training for Reading First coaches, teachers, and principals. Recent major training events have included presenting at the Annual National Reading First Conference for four years and at two regional Advanced Coaching training sessions in 2009.

Maryanne Wolf

Dr. Wolf is the Director of the Center for Reading and Language Research at Tufts University, where she is an Associate Professor of Child Development. The Center for Reading and Language Research came into being as the result of a large, three-city reading intervention grant from the National Institute for Child Health and Human Development to Dr. Robin Morris (Atlanta), Dr. Maureen Lovett (Toronto), and Dr. Maryanne Wolf. The grant is to investigate the efficacy of state-of-the-art reading intervention treatments with different groups of reading-disabled children.

She is the author of "Proust and the Squid" and the editor of Dyslexia, Fluency and the Brain, and has also written/designed three empirically proven instructional programs on thinking skills for middle school students, on reading and writing for elementary school students, and on linguistic awareness for emergent readers. Dr. Wolf has published hundreds of articles on reading and learning disabilities.

"Dyslexia is not a sickness, but a different arrangement of the brain's circuits. In pre-literate times, people with dyslexia were the heroes, the builders. In contemporary times, the child who cannot read feels like they are totally different than the rest of the world," Wolf says. "Our job is to rescue the original child," she adds, noting that identifying dyslexia early can help ward off childhood depression. The most important goal, she explains, is to "preserve children's belief in themselves, so they can go on

to contribute their many gifts to society."

U.S. Department of Education Presenters

Jennifer Ballen-Riccards

Jennifer Ballen-Riccards is currently a Management and Program Analyst at the U.S. Department of Education, Office of Planning, Education, and Policy Development. She manages the Doing What Works website, an exciting new initiative to assist educators in implementing research-based practices in schools and classrooms. Previously she has worked with numerous grantees of the Bill & Melinda Gates Foundation, including the Texas High School Project and the National League of Cities. Dr. Riccards has also worked at Turning the Page, a non-profit organization working to increase family and community involvement in District of Columbia schools, the White House Millennium Council, and the National Board for Professional Teaching Standards. She began her career at the U.S. Department of Education working on issues around family involvement in education.

Joseph Conaty

Joseph Conaty is the Director of the Academic Improvement and Teacher Quality (AITQ) Programs in the U.S. Department of Education's (ED) Office of Elementary and Secondary Education. This office administers Title II Part A Teacher Quality Program, 21st Century Community Learning Centers Program, the Mathematics and Science Partnership Program, Comprehensive School Reform Program, Advanced Placement Programs, Drop Out Prevention Program, Smaller Learning Communities Program, Javits Gifted and Talented Program, Native Hawaiian Education, Alaska Native Education, and Improving Literacy Through School Libraries Program. He also has served ED's Acting Director of the Office of Research; Director of the National Institute on Student Achievement, Curriculum, and Assessment; and Acting Deputy Assistant Secretary of the Office of Elementary and Secondary Education. Before joining the Department in 1987, Dr. Conaty spent two years at the University of Chicago as a Visiting Professor of Sociology and Statistics.

Michael Dannenberg

Michael Dannenberg is senior policy advisor and counselor to the Under Secretary of the U.S. Department of Education (ED). Before joining ED, he was the founding director of New America's Education Policy Program and was a Schwartz Senior Fellow until early 2010. He created New America's influential education policy blogs and its mini-think tank, the [Federal Education Budget Project](#). Prior to joining New America, he served as the Senior Education Counsel to Senator Edward M. Kennedy (D-MA) for whom he played a significant role in drafting the No Child Left Behind Act, the Education Finance Incentive Grant program, the Taxpayer-Teacher Protection Act, and the National Science Foundation Reauthorization Act.

Jacqueline Jones, Sr. Advisor to the Secretary on Early Learning

U.S. Secretary of Education Arne Duncan named Jacqueline Jones as Senior Advisor to the Secretary for Early Learning. Dr. Jones is the former Assistant Commissioner for the Division of Early Childhood Education in the New Jersey State Department of Education, where she oversaw standards, curriculum and assessment for preschool through 3rd grade programs statewide.

Prior to joining the NJ Department of Education, Dr. Jones worked for 15 years in the Research Division at Educational Testing Service in Princeton, NJ. As a Senior Research Scientist and the Director of Early

Childhood Research and Development, her work focused on the study of assessment in early childhood, specifically the development of classroom-based strategies to document young children's science and literacy learning. Dr. Jones has written in the area of early childhood assessment and is particularly interested in the development of effective early childhood assessment systems for school districts and states. Her work also explores the role of documentation and assessment in the ongoing professional development of early childhood educators.

Thelma Meléndez de Santa Ana

Dr. Meléndez de Santa Ana was confirmed as Assistant Secretary for Elementary and Secondary Education at the Department of Education by the U.S. Senate on July 24, 2009. In this position, she plays a pivotal role in policy and management issues affecting elementary and secondary education. She directs, coordinates and recommends policy for programs designed to assist state and local education agencies with improving the achievement of elementary and secondary school students. She helps to arrange financial assistance to local education agencies whose local revenues are affected by federal activities. She also serves as the principal adviser to the U.S. Secretary of Education on all matters related to pre-k, elementary and secondary education. Prior to arriving at the Department, Meléndez served as superintendent of the Pomona Unified School District (Calif.) since 2006. Two high schools in the district were ranked in 2007 by U.S. News & World Report as among America's top 500 high schools out of 18,000 nationwide. She also designed and launched a mathematics and science magnet school and a charter school for grades 7 through 12 at-risk students. From 2005 to 2006, Meléndez worked on district-level reform in her position as program manager at the nonprofit Stupski Foundation. Here she focused on creating high-performance learning organizations to raise student achievement and close achievement gaps.

Deborah Spitz

Deborah Spitz is the Group Leader for Early Childhood and Reading Programs in the Office of Elementary and Secondary Education at the U.S. Department of Education. This group manages Reading First, Early Reading First, Early Childhood Educator Professional Development, State and Tribal Even Start and, most recently, the Striving Readers Comprehensive Literacy Program. Prior to her current position, she was the Team Leader for the Reading First program and managed the Even Start state and tribal programs. She also served as a Budget Analyst for a variety of Department of Education programs, and participated in Department-wide initiatives on reading, educational technology, and after-school programs. In addition to working at the Department, she has served as a program manager and policy analyst for the District of Columbia Public Schools, the District of Columbia Public Charter School Board, and the DC Appleseed Center for Law and Justice.

Zollie Stevenson, Jr.

Zollie Stevenson, Jr. is the Director of Student Achievement and School Accountability Programs (SASA) at the U.S. Department of Education (ED). The SASA programs office is responsible for the administration of over \$15 billion annually in Title I and Title III formula grants to promote improved achievement in schools that serve low-income children and English language learners. He also is responsible for the Education of Homeless Children and Youth Program, Enhanced Assessment Grants, and Programs for Children and Youth Who are Neglected and Delinquent, or At-Risk. Before his current appointment, Zollie served as Deputy Director of SASA and group leader for standards, assessment and accountability. He also has served as director of research, assessment and evaluation for several large urban school districts, and as an evaluation research officer for the Centers for Disease Control and

Prevention. He has been a professor of applied research methods, tests and measurements, and has supervised doctoral dissertations. He also has published numerous journal articles in these fields and authored over 50 evaluation studies.