

INSTITUTE 19 (IRA, 2013): ASSESSMENT IN THE ERA OF THE COMMON CORE STATE STANDARDS

BIOGRAPHICAL SUMMARIES OF PRESENTERS

PETER AFFLERBACH (Ph.D.) is Professor of Reading in the Department of Curriculum and Instruction at the University of Maryland. He began his teaching career as a Chapter One teacher in grades K-6, and he then taught remedial reading and writing in junior high school and high school English. He received his Ph D in Reading Psychology and his MS in Developmental Reading from the State University of New York at Albany.

Dr. Afflerbach's research interests focus on reading assessment, reading comprehension strategies, and the verbal reporting methodology. His most recent work focuses on aspects of individual differences in reading development that are sometimes neglected in reading theory and practice, including motivation and engagement, metacognition, student self-efficacy and self-concept, and epistemic beliefs.

Peter has published in numerous research and practitioner journals, including *The Reading Teacher*, *Journal of Reading*, *Journal of Adolescent and Adult Literacy*, *Journal of Educational Psychology*, *Language Arts*, *Elementary School Journal*, *Journal of Literacy Research*, *Reading Research Quarterly* and *Cognition and Instruction*. He has also published dozens of book chapters, policy briefs, technical reports, and position papers.

Dr. Afflerbach is the chair of the Reading Assessment Committee of the International Reading Association and has served for 14 years on the Standing Reading Committee of the National Assessment of Educational Progress. He was a member of the 2009 NAEP Reading Framework Committee and of the Feedback Committee for the Common Core State Standards/English Language Arts. He has served on numerous committees and panels for the Programme for International Student Assessment (PISA), National Assessment of Adult Literacy (NAAL), and the National Accessible Reading Assessment Projects (NARAP).

Dr. Afflerbach's most recent book, *Understanding and using reading assessment, K-12, 2e*, was published in 2012. He is an associate editor of the journal *Metacognition and Learning* and an editor of the *Handbook of Reading Research, 4e*. He serves on the editorial boards of *Reading Research Quarterly*, and *The Reading Teacher*. In addition, Dr. Afflerbach is an author of the Pearson/Scott Foresman elementary reading series, *Reading Street*.

Dr. Afflerbach has won numerous awards. His dissertation won both the International Reading Association's Outstanding Dissertation Award, and the Literacy Research Association's Outstanding Student Research Award. Dr. Afflerbach has earned awards from the American Educational Research Association for his classroom assessment research, and his reviewing in *Educational Researcher*. Peter was elected to the International Reading Association's Reading Hall of Fame in 2009.

DAVID COLEMAN is the ninth president of the College Board, a mission-driven, not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board is today made up of more than 6,000 educational institutions, including schools, school districts, colleges and universities.

Coleman grew up in a family of educators and has followed them into the field. He went to public school in New York City before enrolling at Yale University. At Yale, he taught reading to secondary school students from low-income families in New Haven and started Branch, an innovative community service program that worked with students at an inner-city New Haven high school. Based on the success of Branch, Coleman received a Rhodes Scholarship, which he used to study English literature at Oxford and classical educational philosophy at Cambridge. He returned to work at McKinsey & Company for five years, where he led much of the firm's pro bono work in education.

Together with a team of educators, Coleman then founded the Grow Network, an organization committed to making assessment results truly useful for teachers, parents and students. The Grow Network delivered breakthrough quality reports for parents and teachers as well as individualized learning guides for students. Based on the success of Grow, McGraw-Hill acquired the organization in 2005.

Coleman left McGraw-Hill in 2007 and co-founded Student Achievement Partners, a nonprofit that assembles educators and researchers to design actions based on evidence to improve student outcomes. Student Achievement Partners played a leading role in developing the Common Core State Standards in math and literacy, a process that drew on the input of teachers, states, higher education, business leaders and researchers from across the country. As a founding partner, Coleman led Student Achievement Partners' work with teachers and policymakers to achieve the promise of the Common Core State Standards. He left Student Achievement Partners in the fall of 2012 to become president of the College Board.

Coleman has been recognized as one of *Time* magazine's "11 Education Activists for 2011" and was recently named one of the NewSchools Venture Fund Change Agents of the Year for 2012.

PEGGY COYNE (Ph.D.) is a research scientist at CAST where she currently is the Project Director of an IES-funded Composition Builder grant developing a technology-based writing environment for adolescents. She has served as the CAST Project Director for an IES-funded study of the Thinking Reader intervention which dealt with middle school reading comprehension, and Project Director for an OSEP-funded Literacy by Design project which created and evaluated the proof of concept for this technology-based instructional intervention for early literacy for students with moderate to severe intellectual disability. She served as the Project Director of the OSEP-funded reading comprehension project, Engaging the Text, and was involved in an OSEP-funded research project, Strategic Learning Editions.

DAVID J. FRANCIS (Ph.D.) is a Hugh Roy and Lillie Cranz Cullen Distinguished Professor and a recipient of the University of Houston Teaching Excellence Award and a former member of the National Institute of Health's Behavioral Medicine Study Section. Dr. Francis is the Director of [Texas Institute for Measurement, Evaluation and Statistics](#).

He is a Fellow of Division 5 (Measurement, Evaluation, and Statistics) of the American Psychology Association and current member of the Independent Review Panel for the National Assessment of Title I and the Technical Advisory Group of the What Works Clearing House.

His areas of quantitative interest include modeling of individual growth, multi-level and mixture modeling, structural equation modeling, item response theory, and exploratory data analysis.

Dr. Francis currently collaborates on multiple contracts and grants funded by NICHD, the Institute of Education Sciences of the U.S. Department of Education, the National Institute of Deafness and Communication Disorders, the Texas Education Agency, and the Houston Livestock Show and Rodeo.

He serves as co-chair of Understanding Language, an initiative that focuses attention on the role of language in subject-area learning, with a special focus on helping English Language Learners meet the new Common Core State Standards and Next Generation Science Standards (<http://ell.stanford.edu>).

LORI DIGISI (Ed.D) is a senior literacy associate located in our Portsmouth, New Hampshire office. Before arriving at PCG Education, Dr. DiGisi served as the lead for the Model Curriculum Development project for the Massachusetts Department of Elementary and Secondary Education. She directed teachers in the design of Model Curriculum Units aligned with the Common Core State Standards that included Universal Design for Learning. Dr. DiGisi has worked with the professional development team at CAST to support teachers in applying UDL to curriculum aligned with CCSS. Before working with the state, Dr. DiGisi worked for eleven years as a middle school literacy specialist, teaching inclusive groups of students reading below grade level and using data from state and local assessments to inform professional development and the design of the content area literacy program. She worked with the Department Head of Special Education and ESL to assure that special educators and ESL teachers were included in professional development around content literacy and had the opportunity to share their expertise as teachers analyzed student work. She worked with the Director of Special Education in Framingham Public Schools to analyze state assessment data and program information to inform special education programming. Prior to working with Framingham, Dr. DiGisi worked at Education Development Center as the director of a project that used growth modeling to determine the content learning of all students engaged in inquiry-based science with technology delivered through teachers' collaborative planning and assessment of student work. This project brought together classroom teachers, special educators, content specialists, speech and language therapists, and media specialists to brainstorm ways to support all students' learning and communication. She currently serves on the Common Core Committee of the International Reading Association and will be presenting at their upcoming conference with Peggy Coyne of CAST on "Common Core and Universal Design for Learning: Balancing Rigor and Access for All." She has published articles in many journals including Educational Leadership, Journal of Literacy Research, In the Middle, and Teaching Exceptional Children.

KENJI HAKUTA (Ed.D.) is an experimental psycholinguist by training, best known for his work in the areas of bilingualism and the acquisition of English in immigrant students. He is the

author of numerous research papers and books, including *Mirror of Language: The Debate on Bilingualism* (Basic Books, 1986) and *In Other Words: The Science and Psychology of Second Language Acquisition* (Basic Books, 1994). He chaired a National Academy of Sciences report *Improving Schooling for Language-Minority Children* (National Academy Press), and co-edited a book on affirmative action in higher education, *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education* (Stanford University Press). Hakuta is also active in the policy applications of his research. He has testified to Congress and other public bodies on a variety of topics, including language policy, the education of language minority students, affirmative action in higher education, and improvement of quality in educational research. He has served as an expert witness in education cases involving language minority students. Hakuta received his BA Magna Cum Laude in Psychology and Social Relations, and his Ph.D. in Experimental Psychology, both from Harvard University. He has been at Stanford as Professor of Education since 1989, except for three years (2003-2006) when he helped start the University of California at Merced as its Founding Dean of Social Sciences, Humanities and Arts. His latest web creations include a popular on-line resource for CLAD/CTEL credentialing for California teachers (ellib.stanford.edu) and WordSift, an on-line text and vocabulary visualization resource for teachers and students (www.wordsift.com).

ELFRIEDA “FREDDY” HIEBERT (Ph.D.) is President and CEO of TextProject, a nonprofit that provides resources to support higher reading levels. She is also a research associate at the University of California, Santa Cruz. She has worked in the field of early reading acquisition for 45 years, first as a teacher’s aide and teacher of primary-level students in California and, subsequently, as a teacher educator and researcher at the universities of Kentucky, Colorado-Boulder, Michigan, and California-Berkeley. Her research addresses how fluency, vocabulary, and knowledge can be fostered through appropriate texts. Dr. Hiebert’s research has been published in numerous scholarly journals. She has also authored or edited nine books. 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. Dr. Hiebert’s model of accessible texts for beginning and struggling readers—TExT—has been used to develop numerous reading programs that are widely used in schools. Dr. Hiebert was the 2008 recipient of the William S. Gray Citation of Merit, awarded by the International Reading Association, is a member of the Reading Hall of Fame, and is the 2013 receipt of the American Educational Research Association’s Research to Practice (Interpretive) award.

BARBARA KAPINUS (Ph.D.) is presently the Director of English Language Arts for the Smarter Balanced Assessment Consortium. For Smarter Balanced she works on the development of computer adaptive summative assessment and a digital library of resources related to instruction and formative assessment practice. Recently, she retired from the National Education Association where she was a senior policy analyst for over 13 years. At NEA, she worked on policy and programs in literacy, standards, assessment and curriculum. Most recently, she has led the NEA work around the development and implementation of the Common Core State Standards (CCSS). Barbara has served as the director of the Curriculum and Instructional Improvement Program at the Council of Chief State School Officers where she worked on projects and state collaborations related to standards implementation, assessment, reading, workplace readiness, early learning, and Title I. Barbara’s experience also includes 8 years as the

Specialist for Reading and Communication Skills at the Maryland State Department of Education and 16 years in Prince George's County Public Schools in several roles including classroom teacher, reading specialist, and curriculum specialist. She has taught reading courses at the University of Maryland, The Johns Hopkins University, Western Maryland College, Trinity College, and the Catholic University. She has worked on the National Assessment of Education Progress (NAEP) in Reading, NAEP in Writing, and the Programme for Reading Literacy Survey (PIRLS).

Barbara has been a consultant to several states and to the U.S. Department of Education on projects related to standards and assessments. She has published on reading research, research applications, assessment, and instruction. She has served on numerous committees of the International Reading Association, the National Assessment of Education Progress, and the National Reading Conference. Barbara received her undergraduate degree in history from the University of California at Berkeley and her Masters and Ph.D. in reading from the University of Maryland at College Park.

MELANIE R. KUHN (Ph.D.) is an associate professor in Literacy Education at Boston University. She began her teaching career in the Boston Public Schools, has worked as a literacy coordinator for an adult education program, spent three years as a clinician at an International School in England, and was an associate professor in Reading Education at Rutgers Graduate School of Education. She received her Ed. M. in Reading and Language at the Harvard Graduate School of Education, her M.Phil. in the Psychological Investigation of Intellectual Development at Cambridge University, and her Ph.D. in Reading Education from the University of Georgia. She has authored or co-authored two books on fluency instruction (*The hows and whys of fluency instruction* and *Fluency in the classroom*) along with numerous articles and chapters. Her research interests also include literacy instruction for struggling readers, comprehension development and vocabulary instruction. She currently teaches courses on reading methods, literacy assessment, and content area literacy instruction.

PAMELA A. MASON is director of the Language and Literacy Master's program and the Jeanne Chall Reading Lab and a lecturer on education at the Harvard Graduate School of Education. Her professional and research interests encompass the effects of text structure on comprehension, the interaction of text complexity and background knowledge, the interaction of literacy learning, culture, and multilingualism, and school-wide literacy program implementation and evaluation, using qualitative and quantitative measures. She has extensive experience as a reading/language arts curriculum coordinator for several local school districts and as an elementary school principal.

Dr. Mason is active in the International Reading Association, serving as the co-chair of the Urban Diversity Committee and as a member of the Common Core State Standards Task Force. She also co-edited *Promising Practices for Urban Reading Instruction*, an IRA publication. She is a past president of the Massachusetts Association of College and University Reading Educators and the Massachusetts Reading Association and serves as the co-chair of the Studies and Research Committee. She collaborates with colleagues nationally and internationally on preparing reading specialist teachers, implementing literacy coaching, developing school leaders, and evaluating school-wide literacy programs. Dr. Mason serves on the Board of Trustees for

Cathedral High School, the Board of Directors of Brigham and Women's Faulkner Hospital, and the Board of Trustees of the WGBH Educational Foundation, as a trustee emerita.

HEIDI ANNE E. MESMER (Ph.D.) Associate Professor in Literacy with an interest in beginning reading. Since 1999, she has studied beginning reading materials and text difficulty. She is a former third grade teacher. As a member of an academic couple she has held tenure-track positions at Virginia Commonwealth University (3 yrs) and Oklahoma State University (5yrs) where she directed the Reading and Math Center, an on-campus clinic serving struggling learners. Currently she is in the School of Education at Virginia Tech. She has worked extensively with schools and teachers in Virginia and Oklahoma, serving as co-pi on a number of funded projects. Dr. Mesmer's research has been supported by a National Academy of Education/Spencer Postdoctoral Fellowship and an American Educational Research Association/Institute of Education Sciences grant. Her publications have appeared in *Reading Research Quarterly*, *Educational Researcher*, *Reading and Writing Quarterly*, *The Journal of Literacy Research*, *The Reading Teacher*, and other books and journals. Her book, *Tools for Matching Texts to Readers: Research-based Practices*, is published by Guilford. Dr. Mesmer frequently consults with school districts and serves the International Reading Association.

BRENDA J. OVERTURF (Ed.D.) began her career as a classroom teacher, working for eighteen years at the elementary and middle school levels, before she coordinated K-12 reading for Jefferson County Public Schools in Louisville, Kentucky. She also served as chair of the M.Ed. in Reading program at the University of Louisville and is a former member of the International Reading Association Board of Directors. As an IRA board member, she chaired a Common Core State Standards Task Force and continues as chair of the IRA Common Core Standards Committee.

Brenda holds an Ed.D. degree with specialty in literacy education from the University of Louisville, and is currently a literacy consultant providing professional development and assistance to schools and districts nationwide.

CINDY PARKER is the Literacy Coordinator for the Kentucky Department of Education and Immediate Past-President of the Kentucky Reading Association. Cindy has been in education since 1988, including serving as an English teacher, grades 7-12 for 20 years. She has a BA in English from the University of KY, a Master's in English Education from Eastern KY University, and National Board certification in Adolescent and Young Adult English/Language Arts. In her role for KDE, she leads the KY Literacy Team work, oversees federal, state and foundation funded literacy initiatives, and serves on committees related to teacher preparation, teacher effectiveness, and college and career readiness. The KY Department of Education has been supporting work on Common Core State Standards (CCSS) implementation since 2010, including an Integrated Strategy for College and Career Readiness that includes CCSS implementation and educator effectiveness.

P. DAVID PEARSON (Ph.D.) is a faculty member in the programs in Language and Literacy and Human Development at the Graduate School of Education at the University of California, Berkeley, where he served as Dean from 2001-2010. Current research projects include Seeds of Science/Roots of Reading--a Research and Development effort with colleagues

at Lawrence Hall of Science in which reading, writing, and language as are employed as tools to foster the development of knowledge and inquiry in science--and the Strategic Education Research Partnership--a collaboration between UC Berkeley, Stanford, and the San Francisco Unified School District designed to embed research within the portfolio of school-based issues and priorities. He also works with teachers in middle and high schools in New York City to figure out how to promote deeper learning as teachers try to navigate the new Common Core State Standards in English Language Arts. Prior to coming to Berkeley in 2001, he served on the faculties of education at Michigan State, Illinois, and Minnesota.

Awards include the 1989 *Oscar Causey Award* (NRC) for contributions to reading research, the 1990 *William S. Gray Citation of Merit* (IRA) for contributions to reading research and practice, the 2005 *Albert J. Harris Award* (IRA) for the year's best reading disability publication, and the 2003 *Alan Purves Award* (NCTE) for a publication impacting practice. In 2006 the University of Minnesota honored him with the *Alumni Outstanding Achievement Award*, and in 2010 AERA presented him *Distinguished Contributions to Research in Education Award*.

He is the founding editor of the *Handbook of Reading Research* now in its fourth volume, he edited *Reading Research Quarterly* and the *Review of Research in Education*, and he has served on the Editorial Review Board for some 20 educational journals. Professor Pearson received his B.A. in History from the University of California, Berkeley, taught elementary school in California for several years, and went on to complete his Ph.D. in Reading Education at the University of Minnesota. He completed post-doctoral study at the University of Texas, Austin and Stanford University.

VICTORIA J. RISKO and **DORIS WALKER-DALHOUSE** are co-authors of the bestselling book, *Be That Teacher! Breaking the Cycle of Struggling Readers* (2012) published by Teachers College Press. They were co-editors of the *Research to Classroom* column of *The Reading Teacher* from 2006 to 2011.

Victoria J. Risko is 2011-2012 President of the International Reading Association and Professor Emerita, Vanderbilt University. She is a member of the Hall of Fame, International Reading Association. She is a former classroom teacher and reading specialist and for years has collaborated with classroom teachers and curriculum specialists to provide literacy instruction that makes a difference for students, especially students who experience reading difficulties. She is active as a professional development leader and made presentations at IRA World Congresses and European, national and state conferences located in North America, Europe and UK, Kazakhstan, Bermuda, Jamaica, West Africa, Botswana, Australia, New Zealand, the Philippines, Guatemala, and Costa Rica. Vicki is the recipient of research and outstanding teaching awards; author/co-author of numerous papers and chapters, and co-author of *Declaration of Readers' Rights* (2007) with JoAnn Bass, Sheryl Dasinger, Laurie Elish-Piper, and Mona Matthews and *Collaboration for Diverse Learners* (2001) (with Karen Bromley). Vicki has assumed multiple leadership roles in professional organizations, including her service as co-editor of the annual yearbook of the Literacy Research Association, President of the Association of Literacy Educators and Researchers, and President of the International Book Bank.

Doris Walker-Dalhouse is a Professor in the Department of Educational Policy & Leadership, Marquette University and Professor Emerita, Minnesota State University Moorhead. She has served on the Board of Directors of the International Reading Association (IRA), the Literacy Research Association (formerly known as the National Literacy Conference (NRC), and in numerous leadership positions with IRA (President of the Red River Reading Council, Minnesota State Reading Association, and Co-Chair of the Response to Intervention Task Force). She is a former classroom teacher with experience teaching first, second, fourth, fifth and sixth grade students, and has worked with elementary, middle, and high school students in Upward Bound program, university reading clinics, and college/university developmental reading programs. She organized and operated a community-based reading clinic for Sudanese K-6 students funded by the Otto Bremer Foundation and the Fargo/Moorhead Foundation from 2006-2010, and continues to serve on the board of Directors of the African Area Alliance. She has served as a national and international consultant and presenter. Doris is the recipient of the *Outstanding Faculty Research Award* at Minnesota State University Moorhead and an IRA *Celebrate Literacy Award* for her work in Minnesota

TIMOTHY SHANAHAN is Distinguished Professor of urban education at the University of Illinois at Chicago where he is Director of the Center for Literacy and chair of the Department of Curriculum and Instruction. He is a principal investigator on the National Title I Study of Implementation and Outcomes: Early Childhood Language Development. Professor Shanahan was director of reading for the Chicago Public Schools. His research emphasizes reading-writing relationships, reading assessment, and improving reading achievement. He is immediate past president of the International Reading Association. In 2006, he was appointed by President George W. Bush to serve on the Advisory Board of the National Institute for Literacy. He was inducted to the Reading Hall of Fame in 2007.

STEPHANIE STRAW is Senior Associate, English Language Arts & Literacy for Achieve. As the Senior Program Associate for ELA/Literacy, Stephanie helps coordinate and support the day-to-day activities of the design and development of PARCC English Language Arts and Literacy assessments and associated tools.

Before joining Achieve, Stephanie worked as a teacher specialist for a local school district where she wrote language arts curriculum, provided professional development to administrators, reading specialists and teachers, designed local assessments and worked on school intervention teams to help schools improve their academic programs. She also represented her county at state meetings and played an integral role in training and supporting her school system's transition to the Common Core State Standards. Prior to this position, Stephanie worked as an elementary reading specialist. During this time, she served as a school testing coordinator and taught courses for the Maryland State Department of Education. Earlier in her career, Stephanie taught elementary school and middle school language arts. Stephanie has a BA in Elementary/Middle School Education and a MA in Instructional Leadership.

WILLIAM TEALE (Ph.D.) is Professor of Education in the Department of Curriculum and Instruction at the University of Illinois at Chicago. He is Director of the UIC Achieving Preschool Language and Literacy Excellence and Co-Director of Instructional Model Programs for All Children & Teachers, two Center for Literacy Early Reading First initiatives supporting

fourteen Archdiocese of Chicago preschool classrooms. He was also Director of Charting a Course to Literacy, a third early reading first project in three Chicago Charter Schools from 2006-2010. The goal of these projects is creating centers of early literacy excellence in urban preschool classrooms by enhancing instruction and classroom environments. The projects' designs rely heavily on scientifically-based research practices in language, cognition, and early literacy; an intensive coaching model; and an innovative, nationally recognized approach to project evaluation.

Teale is internationally known for his research on emergent literacy and has worked with schools across the United States, as well as with Children's Television Workshop, public libraries, Head Start, public television stations, Reach Out and Read, and child care organizations in developing curriculum and programs focused on preschool and primary grade literacy development. He teaches courses in children's/young adult literature and advanced seminars in early literacy.

Teale was inducted into the Reading Hall of Fame in 2003. He previously served as editor of *Language Arts* and co-editor of the *Illinois Reading Council Journal*.

KAREN K. WIXSON (Ph.D.) is dean of the School of Education, University of Northern Carolina at Greensboro and professor emeritus in the School of Education, University of Michigan. Wixson received her bachelor of science degree in behavioral disabilities from the University of Wisconsin in 1972 and her master of science in education from SUNY-Binghamton in 1975. She earned her master's degree in reading education in 1978 and her doctor of philosophy degree in reading education in 1980, both from Syracuse University. Professor Wixson was appointed assistant professor at the University of Michigan in 1980, promoted to associate professor in 1985, and promoted to professor in 1991. She served as dean of the School of Education from 1998 to 2005.

Wixson has published widely in the areas of literacy curriculum, instruction, and assessment in books and journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Elementary School Journal*, *Review of Research in Education*, and the *Handbook of Reading Research*. She is also an author on the Scott Foresman reading program and co-author of a popular text on the assessment and instruction of reading and writing problems.

Professor Wixson co-directed the federally funded Michigan English Language Arts Framework standards project, and served as co-director and principal investigator in the Center for the Improvement of Early Reading Achievement (CIERA). She has been a long-time consultant to the National Assessment of Educational Progress reading tests, and recently served as a member of several National Research Council committees and as a member of the extended work group for the Common Core English-Language Arts Standards. She served as a member of the Board of Directors of both the National Reading Conference and the International Reading Association and is currently co-chair of the Reading Association's Commission on Response to Intervention.