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Authors' Biographies

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Authors' Biographies

Ryan Shaun Joazeiro de Baker, Ph.D., is the Julius and Rosa Sachs Distinguished Lecturer at Teachers College, Columbia University. He earned his Ph.D. in Human-Computer Interaction from Carnegie Mellon University. Dr. Baker was previously Assistant Professor of Psychology and the Learning Sciences at Worcester Polytechnic Institute, and he served as the first Technical Director of the Pittsburgh Science of Learning Center DataShop, the largest public repository for data on the interaction between learners and educational software. He is currently serving as the founding President of the International Educational Data Mining Society and as Associate Editor of the *Journal of Educational Data Mining*. His research combines educational data mining and quantitative field observation methods in order to better understand how students respond to educational software and how these responses impact their learning. He studies these issues within intelligent tutors, simulations, multiuser virtual environments, and educational games.

Joseph R. Boyle, Ph.D., is currently an associate professor of special education in the College of Education at Temple University in Philadelphia, PA. He received his Ph.D. from the University of Kansas in special education in 1993. His current research interests include examining the effectiveness of teaching techniques/interventions for students with mild disabilities in general education and inclusive classrooms. As a result, he has developed a number of classroom interventions for students with mild disabilities in the areas of reading, writing, and note-taking. Dr. Boyle has over 40 publications that include books, research articles, and research-to-practice articles. He is currently P.I. of a \$906,000 Institute of Education Sciences (IES) grant titled *Improving the Science Performance of Students with Disabilities through Strategic Note-taking*, which is examining the effects of strategic note-taking on the science learning of middle school students with learning disabilities. Dr. Boyle has taught or currently teaches courses to university students in undergraduate, graduate, and doctoral programs, including Critical Issues in Special Education and Technology in Special Education.

Ronnie Detrich, Ph.D., is currently a Senior Fellow at the Wing Institute, a relatively new nonprofit organization in Oakland, CA with the mission of promoting evidence-based practices in education. Prior to coming to the Wing Institute, Dr. Detrich spent over 30 years delivering evidence-based interventions in educational settings. Most recently, he served as Clinical Director of a large nonprofit, private special education school for children with serious educational and behavioral challenges and codirected a large public school consultation project. He has also served as director for a residential/educational program for children with autism and director of a program for adolescent status offenders. Dr. Detrich's current interest in evidence-based education is in the large-scale implementation of effective interventions in typical service settings. He is also interested in issues of effective staff training and practical methods for assessing and assuring high levels of treatment integrity. He has authored several papers on issues related to evidence-based practice in school settings in the last few years.

Michael L. Kamil, Ph.D., has been a professor of education at Stanford University and has recently been named professor emeritus. Dr. Kamil served as a consultant to several laboratories in the regional educational laboratory system and the research panel of the New York State English Language Arts Standards revision. Dr. Kamil's work

involves the effects of technology on literacy and literacy acquisition and assistive technologies. His work examines the appropriate application of new technologies and suggests a thoughtful approach to adapting untried technological strategies. His current research involves an examination of recreational reading in ELL students, software for literacy development, effects of technology on literacy, and cognitive processes in reading electronic text. He was a member of the National Reading Panel, for which he chaired the subgroup on technology; the RAND Reading Study Group; the National Literacy Panel; and the Carnegie Corporation Advisory Council on Advancing Adolescent Literacy.

Lisa Kinnaman, Ed.D., is currently codirecting the Idaho Leads Project, funded by the Albertson Foundation, a project designed to build leadership capacity at all stakeholder levels (superintendents, board members, principals, teachers, students, central office staff, and community members) while shifting to systemwide 21st-century learning and meeting the needs of every individual learner. Formerly, she served as the director of statewide school improvement programs for the Idaho State Department of Education, where she designed and implemented the Idaho Building Capacity Project. Dr. Kinnaman led the adoption and statewide rollout of the Indistar school improvement planning tool and process (developed by the Center on Innovation & Improvement) in Idaho and has provided consultation services to a number of other states regarding issues of school improvement. Additionally, Dr. Kinnaman was an education professor at Northwest Nazarene University and a high school social studies and sheltered instruction teacher, and she has participated in various projects, trainings, and consultations at the state, district, and local levels on topics including state standards, standardized assessments, sheltered instruction, coaching, school improvement planning and implementation, and instructional strategies that promote individualized learning and achievement for all students.

T. V. Joe Layng, Ph.D., has over 35 years of experience in the learning sciences and holds a Ph.D. in behavioral science (biopsychology) from the University of Chicago. While at the university, he performed basic research and developed some of the key elements of what has become known as generative instruction. As an undergraduate student at Western Illinois University, he founded the Centre for Innovative Design and Programmed Instruction. With a staff of 23, he designed and implemented learner-verified instructional programs for 19 university courses, developed tutoring methods for the Office of Academic Services for underprepared students, and established a universitywide self-paced learning center. Dr. Layng cofounded Headsprout located in Seattle, WA, and from 1999 to 2011 served as the company's senior scientist, where he led the scientific team that developed Headsprout's patented Generative Learning Technology. This technology forms the basis of the company's online MimioSprout early reading program and MimioReading reading comprehension programs, for which Dr. Layng was the chief architect. Dr. Layng serves as director of learning sciences at Newell-Rubbermaid Corporation; Headsprout has merged with that company's interactive teaching technologies division. He serves on the board of trustees for TCS Education System, The Chicago School for Professional Psychology, Pacific Oaks College, and The Cambridge Center for Behavioral Studies, where he also serves as a member of its board of directors.

Maureen M. Mirabito, M.A., has assisted states, districts, and schools in examining and aligning their organizational, operational, and behavioral practices in pursuit of improved efficiency and increased student learning. Ms. Mirabito is the architect of the

Maryland State Department of Education's Breakthrough Center, the driver of Maryland's school reform efforts and Race to the Top initiatives. The discontinuation of ineffective practices in favor of identifying and scaling proven learning innovations throughout the state is central to the work of The Breakthrough Center, particularly related to the success of students receiving special education and English language learners. Ms. Mirabito has aided in the conceptualization, development, and production of *Indicators in Action*, an online, video-based professional development course that brings research-based instructional, operational, and leadership practices to life with actual classroom footage and interviews. She previously served as the special assistant to the superintendent of the Howard County Public School System in Maryland, spearheading policy development and the district's strategic planning efforts, which relied on creative and effective strategies to build school and teacher capacity to improve every student's learning.

Marilyn Murphy, Ed.D., is the Director of the Center on Innovations in Learning (CIL). She also serves as the Interim Executive Director of the Institute for Schools and Society (ISS), the research branch of the Temple University College of Education, and team leader of the $E = mc^2$ program (Educating Middle School Teachers for Challenging Contexts). $E = mc^2$ is a Transition to Teaching program funded by the U.S. Department of Education; it trains candidates transitioning from math and science careers as middle school teachers in math and science for underserved schools. Previously, Dr. Murphy was the codirector of the Laboratory for Student Success (LSS), the mid-Atlantic Regional Educational Laboratory at Temple University, and LSS's director of outreach and dissemination. She received her doctorate in education from Temple University in curriculum, instruction, and technology in education. Her research interests include communication processes, engagement theory, learning theory, and the use of metaphor by children and adults. She has made frequent contributions to numerous educational publications, including a chapter in the CIL volume *Handbook on Strengthening the Statewide System of Support*, the *Handbook on Effective Implementation of School Improvement Grants*, and is coeditor and contributor to the *Handbook on Family and Community Engagement*.

Sam Redding, Ed.D., is the Senior Learning Specialist of the Center on Innovations in Learning (CIL). Since 1984, Dr. Redding has served as the Executive Director of the Academic Development Institute (ADI), and from 2005 to 2011 as Director of the Center on Innovation & Improvement. He codeveloped Indistar, a web-based school improvement technology, and *Indicators in Action*, web-based tutorials for online professional development for educators. Dr. Redding is a former high school teacher and college dean and vice president. He received the "Those Who Excel" Award from the Illinois State Board of Education in 1990, the Ben Hubbard Leadership Award from Illinois State University in 1994, and the Ernie Wing Award for Excellence in Evidence-Based Education from the California-based Wing Institute in 2012. He has been executive editor of the *School Community Journal* since 1991 and was a senior research associate of the Laboratory for Student Success (LSS) at Temple University from 1995 to 2005, where he led the Lab's work on comprehensive school reform. He has edited four books on family-school relationships, authored a book on school improvement and personalized learning, edited books on statewide systems of support, and written articles and chapters in the

areas of school management, school improvement, and factors affecting school learning. He has consulted with more than 30 SEAs on their systems for school improvement.

Catherine Schifter, Ph.D., is an associate professor in the Departments of Curriculum, Instruction, and Technology in Education (CITE) and of Psychological Studies in Education at Temple University and is a Carnegie Scholar (2000–2001). In her time at Temple, she has been director of the Online Learning Program (1997–2000), the founding director of the Temple Teaching and Learning Center (2002–2004), and chair of the CITE Department in the College of Education (2007–2009). Her research has focused on distance education and technology integration in education, with recent interest in using game-based design to assess understanding of science inquiry. In addition to publishing numerous articles, she coedited *The Distance Education Evolution: Issues and Case Studies* (2004), solely authored *Infusing Technology into the Classroom: Continuous Practice Improvement* (2008), and coedited *New Media in Education: Beyond Constructivism* (2010). Dr. Schifter's work has focused on the impact of new media or technologies in supporting teaching and learning at the individual level.

Michael W. Smith, Ph.D., a professor in Temple University's College of Education, joined the ranks of college instructors after 11 years of teaching high school English. His research focuses on how experienced readers read and talk about texts as well as what motivates adolescents' reading and writing both in and out of school. He uses that research as a lens to examine the curricular and instructional innovations most likely to foster adolescents' achievement and engagement. He has been chair of the Literature Special Interest Group of the American Educational Research Association, cochair of the National Council of Teachers of English Assembly for Research, and coeditor of *Research in the Teaching of English*. He is a Fellow of the National Conference on Research in Language and Literacy. He has written, cowritten, or edited 13 books and monographs, including *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*, for which he and his coauthor Jeff Wilhelm received the 2003 David H. Russell Award for Distinguished Research in the Teaching of English. His writing has appeared in such journals as *Communication Education*, *English Journal*, *Journal of Adolescent and Adult Literacy*, *Journal of Educational Research*, *Journal of Literacy Research*, and *Research in the Teaching of English*.

Janet S. Twyman, Ph.D., BCBA, is the Director of Innovative Technologies for the Center on Innovations in Learning (CIL). Dr. Twyman is a career educator and has been a preschool and elementary school teacher, a principal and administrator, and a university professor. She has worked directly on improving the personalization of learning and engineering self-paced learning with typically developing students, preschoolers with intellectual disabilities, adolescents with emotional and behavioral problems, and learners with autism spectrum disorders. For over a decade, she has worked at the forefront of merging evidence-based educational methods with new and emerging technologies, including selecting technologies that support personalized learning and adaptive instructional systems. As a vice president at Headsprout, she led the design, development, and dissemination of the company's Internet-based reading programs and oversaw their implementation in over 1,500 public and private schools. These programs featured built-in, data-based decision-making and real-time, individualized use of data to inform instruction. In 2007–2008, she served as president of the Association for Behavior Analysis International. Currently an associate professor of pediatrics at the

University of Massachusetts Medical School, Dr. Twyman's research interests involve understanding basic learning processes so that we may build meaningful instructional technology programs for use with all learners.

Amanda M. VanDerHeyden, Ph.D., is a private consultant and researcher who has worked as a researcher, consultant, and trainer in a number of school districts and has published more than 60 scholarly articles and chapters related to Response to Intervention (RtI). She has directed numerous RtI implementation efforts, and her work has been featured by the U.S. Department of Education on "Education News Parents Can Use" on PBS and The Learning Channel. Dr. VanDerHeyden serves as advisor to the RtI Action Network at the National Center for Learning Disabilities, the Education Programs Committee for the National Center for Learning Disabilities, and iSTEEP (a web-based data management system). She has consulted for Renaissance Learning, Vanderbilt's National Comprehensive Center for Teacher Quality, and several state departments of education to offer guidance on RtI implementation and evaluate implementation effects. Dr. VanDerHeyden is associate editor for *School Psychology Review* and serves on the editorial boards for *School Psychology Quarterly*, *Journal of School Psychology*, *Topics in Early Childhood Special Education*, and *Journal of Learning Disabilities*. Dr. VanDerHeyden is a standing panel member for the Institute for Education Sciences at the U.S. Department of Education.

Herbert J. Walberg, Ph.D., is a Distinguished Visiting Fellow at the Hoover Institution, Stanford University. He formerly taught at Harvard University and is Emeritus University Scholar and professor of education and psychology at the University of Illinois at Chicago. He has written more than 70 books and written about 300 articles on such topics as educational effectiveness and exceptional human accomplishments. Dr. Walberg served as a founding member of the National Assessment Governing Board, referred to as "the national school board," given its mission to set education standards for U.S. students and measure progress in achieving them. In 2005, he was also confirmed by the Senate as a presidential appointment to the National Board for Educational Sciences, which provides policy guidance and oversight for about \$600 million in federal education research, including the What Works Clearinghouse. He has frequently testified before U.S. Congressional committees, state legislators, and federal courts. In his research, Dr. Walberg employs analyses of large national and international data sets to discover the factors in homes, schools, and communities that promote learning and other human accomplishments. He also employs research synthesis to summarize effects of various educational conditions and methods on learning and other outcomes, the results of which have important bearings on education policy and practice. For the past two decades, he has concentrated on educational productivity—that is, increased learning at lower costs.

Mark Williams, M.A., S.T.L., is the Vice President for Institutional Advancement at the Academic Development Institute (ADI), where he is responsible for working with state and district partners to provide research, training, and tools for leadership and supervision of rapid district and school improvement. A former high school teacher, from 2005 to 2012 he served as the Illinois State Director for Career and Technical Education, during which time he received several awards for his contribution to Career and Technical Education (CTE) as well as exercised national leadership in organizations dedicated to CTE and the promotion of college and career readiness. In this position,

he oversaw the policy and programs relating to secondary CTE, as well as alignment of K-12 career awareness, exploration, and development. He has worked extensively with Illinois's Department of Commerce and Economic Opportunity and the Illinois Business Roundtable , including the Illinois Innovation Talent Initiative that linked high school students with industry scientists, engineers, and experts in real world projects. He was also one of the three original designers of the Illinois Pathways Initiative, which partners business and industry with the world of public education to enhance the educational experiences of young Illinoisans. Mark holds a bachelor's degree in behavioral science from the University of Chicago, a master's degree from the Pontifical University of St. Thomas in Rome, Italy.