

PRESENTERS

Matt Ellinger serves as SERP's Director of Multimedia Development. Matt's work prior to SERP includes time with the Carnegie Foundation for the Advancement of Teaching where he developed multimedia records of teaching, administered elementary mathematics teacher training studies, and facilitated lesson study programs for Scholar Liping Ma. Matt consults for WestEd's Understanding Science Program as a materials developer and content specialist. Prior to entering the research world, Matt taught elementary & middle school and served as a school principal.

Richard Elmore is the Gregory R. Anrig Professor of Educational Leadership in the Harvard Graduate School of Education. Elmore's research focuses on the effects of federal, state, and local education policy on schools and classrooms. He is currently exploring how schools of different types and in different policy contexts develop a sense of accountability and a capacity to deliver high quality instruction. He has also researched educational choice, school restructuring, and how changes in teaching and learning affect school organization. Elmore is director of the Consortium for Policy Research in Education (CPRE), a group of universities engaged in research on state and local education policy, funded by the U.S. Department of Education. He teaches regularly in programs for public-sector executives. Elmore has held positions with the Department of Health, Education, and Welfare and the U.S. Office of Education (1969-71), as well as several government advisory positions at the city, state, and national levels.

Evelyn Ford-Connors is the Associate Director of the Reading and Writing Clinic, an Instructor in the Department of Literacy and Language, Counseling and Development at Boston University and an advanced doctoral student in literacy and language. She coordinates the literacy testing program at the School of Education and provides supplementary instruction and academic support to undergraduate and graduate students through reading and writing workshops and individual tutorials. Her current research interests focus on policies and strategies for closing the achievement gap. Ms. Ford-Connors received her M.Ed. degree from Boston University.

Michelle Forman is an advanced doctoral student in education policy at the Harvard Graduate School of Education and the research associate for SERP's Internal Coherence project. Her work focuses on building organizational capacity and collective efficacy beliefs in underperforming schools. Prior to joining the doctoral program Michelle was a high school English teacher in New York City and Oakland, California.

Susan F. Henry is a National Board certified teacher and has taught children in kindergarten through grade 6 during more than 22 years. She has been a leader in the design and launch of two new Massachusetts schools - a suburban district school and an urban charter school. Susan has taught graduate education students at Lesley University and has recently worked with a team of educators to design and launch an online teacher leadership certificate program, a collaboration between Massachusetts ASCD and Cambridge College. Susan earned her B.S. in Elementary Education from Lesley College in 1978 and her M.Ed. from the Harvard Graduate School of Education (HGSE) in 1993. She is currently completing her Ed.D in Teaching and Learning at HGSE with interests in school improvement, teacher leadership, and teachers' teamwork.

Catherine O'Connor is a professor in Language and Literacy, and in Linguistics, at Boston University. She teaches and conducts research in linguistics and in education, the latter with a focus on language use in classrooms. For the past ten years, she has been director of the Program in Applied Linguistics in the Graduate School of Arts and Sciences at Boston University. O'Connor has worked closely with the National Science Foundation, the Institute for Learning, the Chelsea Public Schools, and with the journal *Cognition and Instruction*.

Jennifer Rabold is an advanced doctoral student in Literacy and Language at Boston University's School of Education. She is an adjunct professor at Salem State College and an Editorial Assistant for the Journal of Education, where she helps develop publication strategy and writes reviews of books for young readers. Prior to her studies at Boston University, she taught high school English and college composition classes and was a Consultant for the College Board. Her research interests lie in adolescent literacy, young adult literature, writing development, reading and writing in the content areas, and the impact of oral debate on persuasive writing.

Catherine Snow is SERP's Director of Research at the Boston Field Site. In that role and as the Patricia Albjerg Graham Professor at the Harvard Graduate School of Education, she carries out research on language and literacy development in monolingual and bilingual children. She chaired the committee that produced the National Research Council Report, "Preventing Reading Difficulties in Young Children" (1998), the RAND Reading Study Group that produced "Reading for Understanding: Toward an R&D Program in Reading Comprehension" (2002), and the National Research Council that produced *Assessing Young Children: What, When and Why*. She is a former president of the American Educational Research Association and a member of the National Academy of Education. Her research focuses on the social-interactive origins of language and literacy skills, the ways in which oral language skills relate to literacy learning, the literacy development of English-Language Learners, and implications of research on language and literacy development for teacher preparation.

Claire White directs SERP's Word Generation Program developed in collaboration with the Boston Public Schools and coordinates other projects at SERP's Boston Field Site. She is also an adjunct lecturer in the Teacher Education Program at the Harvard Graduate School of Education where she teaches courses on the language and literacy development of English language learners. Prior to this work, she worked as an education specialist at the Massachusetts Department of Education, in the Office of Language Acquisition and Academic Achievement providing training in ELL literacy issues to teachers, administrators and state education leaders. White received her doctorate from the Harvard Graduate School of Education.