

James Soland

Research Scientist, Northwest Evaluation Association



James Soland is a research scientist at NWEA. His research focuses on the uses and misuses of test scores to inform education policies impacting students, teachers and school systems. Much of that work emphasizes measuring college readiness and policies impacting English learners related to assessment, teacher effectiveness and best practices. Prior to joining NWEA, Soland completed a doctorate in educational psychology at Stanford University with a concentration in measurement. His dissertation was awarded an American Educational Research Association grant and is now in publication. He has also served as a classroom teacher and senior fiscal analyst at the Legislative Analyst's Office, a nonpartisan organization that provides policy analysis to support the California Legislature and general public.

Mikyung Kim Wolf

Senior Research Scientist, Center for English Language Learning and Assessment Research, Educational Testing Service



Mikyung Kim Wolf's research interests include validity issues in the assessment of English learners and the use of technology for English language proficiency assessments. Recently, she has been awarded two research grants by the U.S. Department of Education, focusing on formative assessment of academic reading skills and linguistic accommodations in mathematics assessments for English learners. Prior to joining ETS, Wolf was a senior researcher at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. At CRESST, she also led multiple projects concerning English learner assessment issues and produced a series of English learner assessment policy reports.



AMERICAN INSTITUTES FOR RESEARCH®

Ensuring High-Quality Education for English Learners

Thursday, April 7, 2016

Schedule

4:00 p.m. - 5:15 p.m.

• Welcome

Angela Minnici
Education Policy Center at AIR

• Introduction

Diane August
American Institutes for Research

• Panel 1

*Developing and Assessing EL's
Academic Language, Literacy and
Core Content Knowledge*

Rebecca Callahan
University of Texas at Austin

Michael Kieffer
New York University

Claudia Rodriguez-Mojica
Santa Clara University

Jim Soland
Northwest Evaluation Association

Mikyung Kim Wolf
Educational Testing Service

• Q&A

• Panel 2

*Enhancing the Numbers and Quality
of Teachers of ELs*

Dafney Blanca Debach
University of Washington

Megan Hopkins
University of Illinois at Chicago

Anne-Marie Núñez
University of Texas at San Antonio

Luis Poza
University of Colorado Denver

Diego Román
Southern Methodist University

• Q&A

• Close & Reception

BIOGRAPHIES

Angela Minnici

Director, Education Policy Center at AIR



Angela Minnici is director of the Education Policy Center at AIR. As a managing researcher at AIR, Minnici coordinates, supports and leads project teams in the development and implementation of tools and processes designed to improve educator effectiveness, particularly those focused on educator evaluation. Minnici is trained in both qualitative and quantitative research methods and specializes in case study research. She began her career as a public school teacher and has worked with diverse education stakeholders, such as federal and state policymakers, teachers, administrators, parents and education organizations.

Diane August

Managing Researcher, American Institutes for Research



Diane August is responsible for directing English-language learner work at AIR. Her area of expertise is policy, research and technical assistance related to the education of pre-school and school-aged second-language learners. August brings 40 years of experience in the many aspects of educating language-minority children. Prior to her position at AIR, she was a senior research scientist at the Center for Applied Linguistics where she directed federally funded studies related to the development of literacy in English-language learners. August has worked as a teacher, school administrator, legislative assistant, grants officer for the Carnegie Corporation and director of education for the Children's Defense Fund. In 1981, she received her Ph.D. in education from Stanford University, and in 1982 completed a postdoctoral fellowship in psychology, also at Stanford. She has published widely in journals and books.

Rebecca Callahan

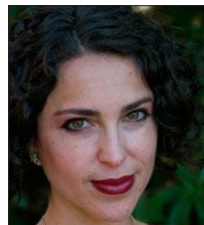
Associate Professor of Bilingual-Bicultural Education, Department of Curriculum & Instruction, College of Education, University of Texas at Austin



Rebecca Callahan investigates the academic experiences of immigrant, language minority adolescents as they transition from high school into young adulthood. This includes estimation of the effects of ESL placement on EL students' academic outcomes, as well as investigation of the relationship between primary language use and college going. Recently, she examined the civic socialization that children of immigrant parents experience in U.S. schools ("Coming of Political Age: American Schools and the Civic Development of Immigrant Youth"), and the societal value of bilingualism and biliteracy ("The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market"). Her current projects examine teachers' EL instructional capacity in the elementary STEM context.

Dafney Blanca Dabach

Assistant Professor, College of Education, University of Washington



Dafney Blanca Dabach's research focuses on the possibilities and constraints of teachers' work with immigrant, bilingual and multilingual youth. She also investigates how institutional categories and policies shape youth's access to educational opportunities, including access to social studies education. She has been honored with prizes for both historical analysis and contemporary educational research, including the 1996 Morrison-Miller Prize in U.S. History and the 2011 American Educational Research Association's Bilingual Education Research SIG's Outstanding Dissertation Award. Her work has appeared in the *American Educational Research Journal* and is forthcoming in the *Harvard Educational Review*.

Megan Hopkins

Assistant Professor, Department of Curriculum and Instruction, College of Education, University of Illinois at Chicago



Megan Hopkins uses mixed methods to explore the relationships between policy, school organization, teacher education and practice, with a focus on bilingual contexts and/or settings undergoing policy change. Hopkins' research has appeared in *Educational Researcher*, *Bilingual Research Journal*, *Educational Policy* and *Journal of Teacher Education*, and will soon appear in the *American Educational Research Journal* and the *Journal of Educational Change*. Megan also co-edited the volume "Forbidden Language: English Learners and Restrictive Language Policies" (with Patricia Gándara, Teachers College Press). In 2012, Hopkins received the Dissertation of the Year Award from the Bilingual Education Research Special Interest Group of the American Educational Research Association.

Michael Kieffer

Associate Professor of Literacy Education, Steinhardt School, New York University



Michael Kieffer studies the language and literacy development of students from linguistically diverse backgrounds. A former middle school teacher, he aims to conduct research that can inform instruction and policy to improve the reading outcomes of students in urban schools, especially adolescent English language learners. His research frequently uses longitudinal, experimental and quasi-experimental methods to explore development and evaluate instructional approaches. He has published 34 research articles in the fields of literacy, educational psychology and educational policy. His research has received grants and awards from the Spencer Foundation, National Academy of Education, American Educational Research Association and the International Reading Association.

Luis Poza

Assistant Professor, Culturally and Linguistically Diverse Education, School of Education and Human Development, University of Colorado Denver



Luis E. Poza is a former elementary school teacher with research interests in bilingual education, language and education policy and language attitudes in multilingual settings. His research investigates how popular understandings and ideologies around language and language learning manifest in teacher practice as well as policy, particularly in bilingual education contexts. This work places him in communication and collaboration with teachers, teacher candidates, and policymakers and informs his current efforts to establish a bilingual specialist pathway for teachers at University of Colorado Denver. He can be reached at luis.poza@ucdenver.edu.

Anne-Marie Núñez

Associate Professor, Educational Leadership and Policy Studies, University of Texas at San Antonio



Anne-Marie Núñez is an associate professor in the higher education program of the Educational Leadership and Policy Studies Department at the University of Texas at San Antonio. Her award-winning research focuses on how to promote equity in postsecondary access and success, particularly for members of historically underserved groups, including Latino students. Her research has been published in a variety of journals, including *Educational Researcher*, *Harvard Educational Review*, and the *American Educational Research Journal*. She is also the lead author of "Latinos in Higher Education and Hispanic-Serving Institutions: Creating Conditions for Success" (2013) and the lead editor of "Hispanic-Serving Institutions: Advancing Research and Transformative Practice" (2015). She holds a Ph.D. in education from UCLA, M. Ed. in education from Stanford University, and A.B. in social studies from Harvard University.

Claudia Rodriguez-Mojica

Assistant Professor of Teacher Education, Department of Education and Counseling Psychology, Santa Clara University



Claudia Rodriguez-Mojica has been working to improve the academic outcomes of English learners for more than 10 years. She is a former two-way immersion classroom teacher and has deep knowledge of bilingual program models and classroom instruction for English learners. Rodriguez-Mojica's research focuses on English learners' use of English to accomplish academic tasks and how their natural language use connects to the new standards and assessments. She is currently supporting the development of the Oregon State Seal of Biliteracy, new English learner reclassification requirements for the state of Oregon and the Oregon Council of Title III Directors.

Diego Román

Assistant Professor, Department of Teaching and Learning, Simmons School of Education and Human Development, Southern Methodist University



Diego Román is an assistant professor in teaching and learning at Southern Methodist University, specializing in bilingual and science education. He holds a B.S. in Agronomy from Zamorano University in Honduras and an M.S. in curriculum and instruction from the University of Wisconsin-Whitewater. He earned an M.S. in biology, an M.A. in linguistics, and a Ph.D. in educational linguistics—all from Stanford University. Prior to starting his studies at Stanford University, Román taught middle school science to English learners and newcomer students for seven years, first in Wisconsin and then in San Francisco.