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#ESSAforELs

What Does ESSA Mean for English Learners and Accountability?

Thursday, April 7, 2016 | Dirksen Senate Office Building, Room 106, Washington, DC

Schedule

10:00 a.m. - 11:00 a.m.

- **Welcome**
Angela Minnici
Education Policy Center at AIR
- **Introduction**
Kenji Hakuta
Stanford University
- **Moderator**
Jennifer O'Day
American Institutes for Research
- **Presentation**
Joseph Robinson-Cimpian
University of Illinois at Urbana-Champaign
- **Karen Thompson**
Oregon State University
- **Rachel Slama**
American Institutes for Research
- **Q&A**
- **Close**

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. Prior to joining AIR, Minnici was a senior researcher at the Center on Education Policy and the associate director of educational issues at the American Federation of Teachers. She is also the director of the federally-funded Center on Great Teachers and Leaders at AIR, where she oversees the Center's operations and ensures the quality of products and technical assistance to states and regional centers.

Kenji Hakuta

Emeritus Professor, Stanford University



Kenji Hakuta is the Lee L. Jacks Professor of Education at Stanford University, where he teaches courses on language development, bilingual education, research methods and statistics. He received his Ph.D. in experimental psychology from Harvard University in 1979, and has held faculty positions at Yale University and the University of California at Santa Cruz, and he served as the founding dean of the University of California, Merced. He currently serves as the co-chair of the Understanding Language Initiative that addresses the challenges and opportunities of the Common Core State Standards for English Language Learners. Hakuta is a member of the National Academy of Education, a fellow of the American Association for the Advancement of Science, and the American Educational Research Association.

Hakuta's research is in the areas of psycholinguistics, bilingualism, language shift and the acquisition of English in immigrant students. He is the author and editor of many articles and books, including "Mirror of Language: The Debate on Bilingualism" (1986) and "In Other Words: The Science and Psychology of Second Language Acquisition" (1994). Hakuta has been active at many levels of policy and practice in education, particularly regarding language minority students. Besides research, he is professionally active in the areas of language policy, education of language minority students, affirmative action in higher education and improvement of quality in educational research. He has served on the boards of the Spencer Foundation, the Educational Testing Service, and chaired the National Educational Research Policy and Priorities Board of the U. S. Department of Education, and currently serves on the boards of the National Academy of Education and the California Education Partners. Hakuta is actively involved in supporting the work of school districts and states around the country, and leads several professional learning communities, including school districts in rural central California, and a learning community of

state leaders organized by the Council of Chief State Schools Officers.

Jennifer O'Day

Institute Fellow, American Institutes for Research



Over the past 25 years, Jennifer O'Day has carried out research, advised national and state policy makers, and written extensively in the areas of systemic standards-based reform, educational equity, accountability, and capacity-building strategies. One main focus of her work in recent years has been on strategies for intervening in low performing, high-poverty schools identified under systems of state, local and federal accountability.

Since joining AIR, O'Day has led the state evaluation of California's Public School Accountability Act, the national evaluation of State Implementation of NCLB, and the national evaluation of the implementation of Title III of ESEA. This and related work has led to O'Day's emphasis on the vital role that school districts play in establishing the conditions for meaningful change in schools and classrooms. In line with this emphasis, she led a four-year investigation of the implementation and effects of the literacy reforms in San Diego City Schools and convened a recent review of the reform strategies in New York City under the leadership of Mayor Bloomberg and Joel Klein: "Education Reform in New York City: Ambitious Change in the Nation's most Complex School System" (2011).

O'Day is the founder and chair of the California Collaborative on District Reform, which for six years has joined researchers, district practitioners, state policymakers and funders in an on-going, evidence-based dialogue and collective action to improve instruction and student learning for all students in California's urban school systems, with particular emphasis on linguistic minorities, who make up more than a quarter of California's student population. O'Day is also a co-convenor of the national Working Group on ELL Policy.

Joseph P. Robinson-Cimpian

Associate Professor and College of Education
Distinguished Scholar, Department of Educational
Psychology, University of Illinois at Urbana-Champaign



Joseph Robinson-Cimpian's research focuses on the use and development of novel and rigorous methods to study equity and policy. His current research aims to improve data validity and provide a deeper understanding of policy effect heterogeneity. He has received funding from the American Educational Research Association Grants Board and the Institute of Education Sciences. His research appears in *Pediatrics*, *Educational Researcher*, the *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, the *American Journal of Public Health* and *Developmental Psychology*. He serves on the editorial boards of the *American Educational Research Journal* and *Developmental Psychology*. He is a former Spencer Dissertation Fellow and a current Spencer/National Academy of Education Postdoctoral Fellow.

Karen D. Thompson

Assistant Professor, College of Education, Oregon State
University



Karen D. Thompson holds a Ph.D. in educational linguistics from Stanford University and an M.A. in education from the University of California, Berkeley. Prior to entering academia, Thompson spent more than a decade working with English-language learners in public schools as a bilingual teacher, after-school program coordinator, and school reform consultant. She has extensive experience partnering with education agencies to analyze longitudinal data about English-language learners in novel ways that inform policy and practice. Her work has been published in *Educational Researcher* and the *American Educational Research Journal*, among other venues.

Rachel Slama

Senior Researcher, American Institutes for Research



Rachel Slama is a senior researcher at AIR and specializes in the evaluation and analysis of a wide range of education policies with an emphasis on school turnaround, urban school reform and improving educational outcomes for disadvantaged populations, including English learners. She specializes in quasi-experimental research designs and program evaluation using state-, district-, and school-level extant data.

Previously, Slama worked at the Massachusetts State Department of Elementary and Secondary Education where she was a Gordon M. Ambach Fellow in the Office of Planning and Research to Close Proficiency Gaps. She has also worked as a research assistant on the Harvard study, *Early Childhood to Adolescence: Investigating Spanish-Speaking Children's Literacy Development* and as a Harvard University Quantitative Methods Teaching Fellow.