



The Alliance for Excellent Education Presents a Briefing

Writing to Read: Evidence for How Writing Can Improve Reading

April 14, 2010 ♦ 9:00 am – 11:30 am
Hyatt Regency Washington on Capitol Hill, Yorktown Room
400 New Jersey Avenue, NW, Washington, DC

Speaker Biographies

Tanya Baker, EdD

Director of National Programs, *National Writing Project*

Tanya Baker has been the director of national programs at the National Writing Project (NWP) since 2007. In this role, Tanya leads NWP's work with national programs for teacher leaders from across the country, including the National Reading Initiative, a program that supports local writing project sites in expanding their knowledge base about the teaching of reading, and in developing high-quality programs for teachers across the curriculum that address reading comprehension as a companion to work in writing. Dr. Baker's primary interests are adolescents as readers and learners and teachers' professional development. She is particularly interested in understanding what teachers know and what they are able to do that moves adolescents forward as readers, writers and thinkers.

Before coming to NWP, Dr. Baker was a high school English teacher and worked extensively as a professional developer and researcher in Maine where she codirected the Maine Writing Project at the University of Maine in Orono. Dr. Baker is coauthor of *Strategic Reading: Guiding Students to Lifelong Literacy 6–12*. Her research has also focused on teachers' understanding and enactment of classroom discussions of literature. Dr. Baker holds an EdD from the University of Maine in Orono.

Steve Graham, PhD

Currey-Ingram Professor of Special Education and Literacy, *Peabody College of Education and Human Development, Vanderbilt University*

Steve Graham is the Currey-Ingram professor of special education and literacy, a chair he shares with Karen Harris at Vanderbilt University's Peabody College of Education and Human Development. Dr. Graham's research interests include how writing develops, why some students have difficulty mastering this critical skill, and the identification of effective writing practices. He is the current editor of *Exceptional Children* and the former editor of *Contemporary Educational Psychology* and has written over 250 publications, including *Handbook of Writing Research*, *Best Practices in Writing Instruction*, *Writing Better*, *Powerful Writing Strategies for All Students*, *Handbook of Learning Disabilities*, and *APA Handbook of Educational Psychology* (in preparation). He is the author of the influential meta-analysis of writing interventions, *Writing Next*, funded by Carnegie Corporation of New York. Dr. Graham is the recipient of the Council of Exceptional Children's Career Research

Award, the Samuel A. Kirk Award from the Division of Learning Disabilities, and the Distinguished Research Award from the Special Education Interest Group of the American Educational Research Association.

Sally Hampton, PhD

Senior Fellow, *America's Choice*

Sally Hampton is a senior fellow for America's Choice. She previously served as a senior scholar at the Carnegie Foundation for the Advancement of Teaching. Prior to that, she was director of English language arts for the National Center on Education and the Economy and their deputy director of research and development.

Dr. Hampton has published widely. Among the books she has written are *Reading & Writing with Understanding* and *Reading & Writing Grade by Grade*. Both of these volumes were published as part of the New Standards Project. They contain grade-level standards and annotated collections of student writing. Dr. Hampton served as the chair of the College- and Career-Ready Standards Committee and is on the work group for the Common Core State Standards Initiative.

Michael A. Hebert

Doctoral Student in Special Education, *Peabody College of Education and Human Development, Vanderbilt University*

Michael Hebert is a doctoral student in special education at Vanderbilt University's Peabody College of Education and Human Development. He is in the Experimental Education Research Training Program (ExpERT) at Vanderbilt, supported by the U.S. Department of Education's Institute for Education Sciences (IES). Mr. Hebert's research interests include writing development, reading development, and how writing may influence reading development, especially for students with reading and writing difficulties. He has several years of classroom teaching experience at the elementary level, including a year teaching on a Navajo reservation in Arizona. Mr. Hebert has several years of experience as a reading specialist in El Segundo, California, where he taught students with reading difficulties, and he is a National Writing Project Fellow through the California Writing Project at UCLA.

Andrés Henríquez

Program Officer, National Program, *Carnegie Corporation of New York*

Andrés Henríquez is a program officer in the National Program of Carnegie Corporation of New York, where he leads the Corporation's work on standards and assessments as well as the work in adolescent literacy. Prior to joining the Corporation, Mr. Henríquez served as the assistant director for strategic planning for the Center for Children and Technology (CCT) at the New York offices of the Education Development Center, Inc. He has also worked as a program officer at the National Science Foundation (NSF) in Washington, as a senior research analyst at MTV Networks, a researcher at Sesame Workshop, and taught for five years at a public elementary school in East Harlem. He received his undergraduate degree in psychology from Hamilton College and a MEd from Teachers College, Columbia University. Mr. Henríquez is currently a PhD candidate at the City University of New York's Graduate Center.

David Johns

Senior Education Advisor, *U.S. Senate Committee on Health, Education, Labor, and Pensions*

David serves as senior education advisor to the U.S. Senate Committee on Health, Education, Labor and Pensions. A graduate of Columbia University, Mr. Johns is committed to improving the public education system and developing the next generation of young leaders.

Robert Rothman

Senior Fellow, *Alliance for Excellent Education*

Robert Rothman joined the Alliance for Excellent Education in September 2009 as a senior fellow. Previously, he was a senior editor at the Annenberg Institute for School Reform, where he edited the Institute's quarterly magazine, *Voices in Urban Education*. He was also a study director at the National Research Council, where he led a committee on testing and assessment in the federal Title I program, which produced the report *Testing, Teaching and Learning* (edited with Richard F. Elmore) and a committee on teacher testing.

A nationally known education writer and editor, Mr. Rothman has also worked with Achieve and the National Center on Education and the Economy, and was a reporter and editor for *Education Week*. He has written numerous reports and articles on a wide range of education issues, and he is editor of *City Schools* (Harvard Education Press, 2007) and author of *Measuring Up: Standards, Assessments and School Reform* (Jossey-Bass, 1995). He has a degree in political science from Yale University.

Bob Wise

President, *Alliance for Excellent Education*

Bob Wise is president of the Alliance for Excellent Education and former governor of West Virginia. He is author of the book *Raising the Grade: How High School Reform Can Save Our Youth and Our Nation* and chair of the National Board for Professional Teaching Standards. Since joining the Alliance in February 2005, Governor Wise has become a sought-after speaker and advisor on education issues. He has advised the U.S. Department of Education, White House Transition Team, and frequently testifies before the U.S. Congress.

As governor of West Virginia from 2001 to 2005, he fought for and signed legislation to fund the PROMISE Scholarship program and created the Governor's Helpline for Safer Schools. During his administration, West Virginia saw a significant increase in the number of students completing high school and entering college. From 1983 to 2001, Governor Wise served in the U.S. House of Representatives representing the 2nd district of West Virginia, where he aggressively worked to preserve federal financial aid for students to attend college.

Governor Wise serves on the board of directors of the Public Education Network and C-Change. He is an advisory committee member for several organizations including, the Springboard Project, Campaign for Educational Equity, Editorial Projects in Education, the National High School Center, the Bay Area Coalition for Equitable Schools, and the Moffitt Cancer Center. Governor Wise earned a BA degree from Duke University and a JD degree from Tulane University School of Law.