Conversations with Innovators

Who's Who on the Agenda

Ryan Baker is associate professor in the University of Pennsylvania Graduate School of Education, and is Director of the Penn Center for Learning Analytics. He earned his Ph.D. in human–computer interaction from Carnegie Mellon University.

Ryan was previously faculty at Worcester Polytechnic Institute and Teachers College Columbia University, 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 was the founding president of the International Educational Data Mining Society, and is associate editor of the *Journal of Educational Data Mining* and the *International Journal of Artificial Intelligence and Education*. He has taught three massive online open courses (MOOCs) on the subject to a combined audience of over 80,000. His research combines educational data mining and quantitative field observation methods in order to better understand how students respond to online learning, and how these responses impact their learning. He studies these issues within intelligent tutors, simulations, multi-user virtual environments, MOOCs, and educational games.

Center on
Innovations
in Learning

Stephanie Bisson is currently working for the Center on Innovations in Learning (CIL) as an Indistar Education Specialist. In this role, she co-facilitates CIL On-line Learning Exchanges on a variety of topics. In addition, Stephanie maintains ongoing communication with State Department of Education personnel, provides professional development as requested, and liaises with other Indistar education and technical specialists at CIL.

Stephanie retired from Fairfax County Public Schools in Virginia in 2011 after 43 years as a K–12 educator. During that time, she taught second through fourth grades; was a reading specialist and Reading Recovery teacher; worked in the Title I Office as a resource teacher, assistant coordinator, and coordinator; and was assistant principal and principal in Title I schools. She has presented at local, state, and national conferences, including those held by the Association for Supervision and Curriculum Development and the International Reading Association. She has also published several articles in state and national journals. Her areas of expertise include literacy, leadership, and school improvement.

Allison Crean Davis is a Senior Adviser to Bellwether Education Partners, focusing on issues related to evaluation and planning, predictive analytics, extended learning opportunities, and Native American education. She is co-founder of New Legacy Partnerships, LLC, a consulting firm working with schools, districts, state education agencies, nonprofits, and foundations to harness research and organization-specific evidence throughout the planning, execution, and evaluation phases of their work.

Allison acts as coordinator for evaluation at the Center on Innovations in Learning (CIL) and has provided evaluation and planning support for several summer learning initiatives, including those funded by The Wallace Foundation and The John T. Gorman Foundation. She is a founder and vice-chair of the Board of Directors at Baxter Academy for Technology and Science, Maine's first charter high school. She has served as external adviser to the Bureau of Indian Education and guided that organization in the design and implementation of a system of support for schools across 23 states. In addition to providing evaluation services, she has done extensive work building the capacity of organizations to evaluate their own efforts for continuous improvement, including state education agencies, districts, schools, and foundation grantees.

Gregg Dionne is currently the supervisor of the Curriculum and Instruction Unit at the Michigan Department of Education (MDE) in the Office of Education Improvement and Innovation. The C&I Unit focuses on the innovative delivery of instruction to students through multiple pathways in multiple venues, allowing for a focus on student mastery independent of seat time. His work has focused on personalized learning and teaching, competency-based education, and flexible learning options at the state level. Through this work, he has engaged higher education and workforce partners to bridge the gap between secondary and postsecondary options for students by leveraging policy on behalf of students.

Gregg's work in education before joining the MDE included traditional, alternative, and adult settings that personalized instruction through face-to-face and blended deliver models. He also taught social studies at the secondary level and worked as a local administrator. He has a bachelor's degree from Central Michigan University, a master's degree from Baldwin-Wallace University, and a Ph.D. from Western Michigan University.

Paul "Paulie" Gavoni – an expert in human performance and organizational leadership – supports schools and districts with analyzing and developing behavior and performance management systems to rapidly improve key performance indicators that positively impact student achievement. Currently the chief operating officer at Kaleidoscope Interventions and president of his own consulting company, Quick Wins, Paulie has recently co-authored the book *Quick Wins! Accelerating School Transformation through Science, Engagement, and Leadership*. Paulie holds a Doctorate of Education with a concentration in Organizational Leadership from Nova Southeastern University (NSU), a Specialist of Education with a concentration in Educational Leadership from NSU, and a Masters of Social Work with a Concentration in Youth and Families from Barry University.

Beyond his work in education and human services, Paulie is also a highly respected coach in mixed martial arts (MMA). In 1992, Paulie began boxing in South Florida, and went on to win a Florida Golden Gloves Heavyweight Title in 1998. Since then, Coach "Paulie Gloves" – as he is known in the MMA community – has trained many champions and Ultimate Fighting Championship vets using technologies rooted in the behavioral sciences. A featured coach in the book *Beast: Blood, Struggle, and Dreams at the Heart of Mixed Martial Arts*, Coach Paulie is also an author who has written for a variety of online magazines including *Bloody Elbow*, *Last Word on Sports*, *MMASucka*, and *Scifighting*.

Cheryl Harris is a senior technical assistance consultant at the American Institutes for Research (AIR). Her current work involves providing technical assistance for the Texas (TXCC) and Southeast (SECC) Comprehensive Centers, addressing state and local capacity building in school improvement and key content areas. This work includes assisting states and their statewide systems of support in the areas of teacher quality and effectiveness, college career and readiness, educator preparation, and technology-based instructional resources for teachers. She leads projects for the Comprehensive Centers in North Carolina and Texas and serves as the TXCC and SECC liaison to the Center on Innovations in Learning (CIL).

Cheryl is a design team member on CIL's League of Innovators, a need-sensing and dissemination conduit between the center and the SEAs it serves. Prior to her current assignment, she served with the research and evaluation unit on several regional educational lab and comprehensive center projects, statewide and local programs in school improvement, technology, literacy, science, and mathematics. Her research interests include adult and student learning and motivation, formal and informal learning, teacher education and professional development, and instructional design, e-learning, and technology. Her professional interests include application of learning theory, creativity, and problem-solving to a variety of student and adult learning needs. She especially enjoys creating and designing high-quality in-person and technology-based learning experiences that reflect sound principles of effective interaction and facilitation.

Larry Kugler has worked with teachers, schools, and local, state, and federal officials to improve the quality of education for all students. He uses his administrative experience as No Child Left Behind (NCLB), Title I, and Reading Recover Coordinator for Fairfax County Public Schools (FCPS), one of the largest and most diverse school systems in the country, plus his years as an elementary classroom teacher, and as a Reading and Title I high school reading specialist to help coordinate schoolwide initiatives, improve teaching, and maximize student learning.

Since retiring from FCPS, Larry has consulted for the Mid-Atlantic Comprehensive Center (MACC), the Academic Development Institute (ADI), the Center on Innovations in Learning (CIL), as well as numerous districts and schools, providing assistance in the development of a variety of initiatives to assist in school-improvement efforts, including: providing "critical friend" guidance in the development of a state-initiated integrated district and school planning process; guiding the District of Columbia Office of the State Superintendent of Education and the Maine Department of Education through the planning and implementation of Indistar; and assisting in the development of a support component for Indistar – Indicators in Action – by coordinating videotaping of school-level administrators, teams, and classroom teachers who demonstrated what indicators of effective practice looked like in real action.

Alice Lindsay is the Director of Florida and the Islands Regional Comprehensive Center (FLICC), providing management oversight of projects conducted in Florida, Puerto Rico, and the U.S. Virgin Islands.

Alice has 35 years of experience in public education and has served as a teacher, reading specialist, program evaluator, and principal. Alice has been with FLICC for 15 years, serving as its Director since 2008. Her research and training interests include professional learning communities, building capacity for systemic reform, and standards and assessment implementation. Her skills include project planning, facilitation and management, educator preparation, and turning around low-performing schools. Alice holds a doctorate and a master's degree in educational leadership from Nova Southeastern University, and a bachelor's degree in elementary education from Florida State University.

Karen L. Mahon is a learning scientist and instructional designer at Simmons College in Boston, MA. She is an educational psychologist with more than 15 years' experience in education technology for both K–12 and higher education.

Prior to joining Simmons College, Karen was the president and founder of Balefire Labs, an online educational app review service that focused on evaluating the instructional quality and usability of mobile apps for grades preK–12. Other previous appointments have included global senior manager of learning sciences at Mimio Interactive Teaching Technologies in Cambridge, MA, where she established Mimio's global content strategy and instructional philosophy; principal investigator and research scientist at Praxis, Inc., a Waltham, MA, education technology startup that produced instructional software for children with severe and profound intellectual disabilities; research assistant professor at the University of Kansas, Parsons Research Center; and positive behavior support specialist at the Autism Training Center at Marshall University. In all of these roles, she has consulted with numerous schools, conducted countless teacher trainings, and presented her work in articles and conference presentations. Karen is also on the advisory board for the Cambridge Center for Behavioral Studies, and the scientific advisory board for CIL. She received her Ed.D. and M.A. in educational psychology from West Virginia University; her product management certificate from the University of California, Berkeley, Haas School of Business; and her B.A. in psychology from the University of California, San Diego.

Marilyn Murphy is the Director of the Center on Innovations in Learning (CIL). She has served 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). She was the Director of Communications for the Center on Innovation & Improvement (CII), a former national content center funded by the U.S. Department of Education. In this capacity she managed the dissemination and communication efforts of CII, and worked with numerous state education agencies on their statewide systems of support and other CII initiatives.

Previously, Marilyn was the codirector of the Laboratory for Student Success (LSS), the mid-Atlantic Regional Educational Laboratory at Temple University; and an Adjunct Professor in Rhetoric at the College of New Jersey. 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 presentations and contributions to numerous educational publications, including chapters in the CII volumes *Handbook on Strengthening the Statewide System of Support*, *Handbook on Effective Implementation of School Improvement Grants*, and *Handbook on Family and Community Engagement*; and chapters in *Handbook on Innovations in Learning* and *Handbook on Personalized Learning*, which she also co-edited.

Lois Myran is an educator with a wide range of experience which includes: classroom teaching, elementary principal, district director of professional learning and curriculum, director of a Regional Education Association overseeing the operations of 18 districts, and assistant director for the Teacher Effectiveness Unit at the North Dakota Department of Public Instruction. Currently, Lois is an education specialist for the Center on Innovations and Learning (CIL), supporting states in their school improvement work through webinar facilitation and providing technical assistance to states. Recently she has taken on the communication liaison work for CIL. She is also the Knowledge Manager for the Building State Capacity and Productivity Center (BSCP Center) in Austin, TX, working as the communication link between the BSCP Center and the 15 Regional Comprehensive Centers.

Lois has many interests outside of her work, include reading, traveling with her husband, and visiting their three children and families which include six grandchildren living in Minnesota and Colorado. She works with the international students at the local university by helping them to learn and experience American culture and learning about the cultures they represent. She also has a keen interest in creating unique landscapes and flower gardens, making a pleasing environment for the various birds that frequent her yard.

Jeuné B. Provost has been at the Guy H. Benjamin Elementary School and the Julius E. Sprauve Elementary School in St. John, U.S. Virgin Islands during her seven years in education. She believes that "every child has the ability to learn through imagination, inspiration, and a teacher's dedication." She prides herself on her teaching style, which allows her students the freedom to present what they know, in the best way they know how. She enthusiastically engages students in lessons that address each child's learning style.

While teaching at Julius E. Sprauve Elementary School, Jeuné was identified as the 2015 Virgin Islands Teacher of the Year, a prestigious honor recognized at the national level for excellence in teaching. She now serves as Program Manager for Professional Development, where she facilitates professional learning training and job-embedded support to teachers in the St. Thomas–St. John District. This role allows her to mentor peer educators in designing their own high-quality lessons and classroom experiences focused on creativity, critical thinking, arts integration, and collaboration. While serving in this role, Jeuné has participated on several district task forces to improve accountability and streamline the district's improvement plans in an effort to improve teaching.

Sam Redding is the author of *Personal Competencies in Personalized Learning*; *Personal Competency: A Framework for Building Students' Capacity to Learn*, *Through the Student's Eyes: A Perspective on Personalized Learning and Practice Guide for Teachers*; and *Competency-Based Education: Staying Shallow or Going Deep?*, a book he co-authored with Wendy Surr, *American Institutes for Research*. He's written articles and chapters in the areas of school management, school improvement, and factors affecting school learning; and edited books on family–school relationships, statewide systems of support, and school turnaround.

Sam is the senior learning specialist of the Center on Innovations in Learning (CIL). Since 1984, he 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 headed the development of Indistar, a web-based school improvement technology, and Indicators in Action, web-based tutorials for online professional development for educators. He received the Those Who Excel Award from the Illinois State Board of Education in 1990, 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 consulted with more than 30 SEAs on their systems for school improvement.

Maureen Kenney Richel is an Indistar Education Specialist and independent education consultant who provides support for the implementation and optimal use of the online school improvement program for Oregon and Washington. Most recently, she has assisted the Center on Innovations in Learning with Personalized Learning Institutes and Academies in the Virgin Islands and Kansas, and written five training modules around continuous improvement planning. She is supporting a cadre of 42 Arizona principals in strengthening their leadership while responding to data, and works with teams of teachers on Close Reading and Writing using evidence.

Maureen earned her B.A. in education from St. Xavier University, her master's degree from National Louis University, and her Ed.D. from Loyola University in curriculum and instruction, with an emphasis on early literacy. Prior to joining the Indistar team, Maureen served K–12 students and teachers for over 25 years as a classroom teacher, reading diagnostician/interventionist, and district level curriculum director. She left the comforts of an LEA to join the Illinois State Board of Education (ISBE) as a Reading First consultant. She retired from ISBEs federal grants and programs division, where she assisted with Title I district and school improvement processes and statewide systems of support. She now cherishes opportunities to share, through consultancy, strategies to strengthen professional teaching and leadership practices that improve student outcomes.

Will Rumbaugh is the Director of School and District Effectiveness for the Georgia Department of Education, the state government agency that serves over 1.5 million students in 2,300 schools and 195 school districts. He was previously the Area Superintendent for Fulton County Schools for four years, after serving as Assistant Superintendent for Curriculum & Instruction in Lumpkin County Schools in Georgia.

Before assuming the Assistant Superintendent role in 2008, he served for four years as the Curriculum Director for the Cobb County School District in metro-Atlanta, GA. He has also had the privilege of serving as principal and assistant principal, assessment specialist at the state level, language arts supervisor in two suburban districts, adjunct professor, and high school English teacher.

Janet S. Twyman has decades of experience personalizing learning via engineering effective learning environments for typically developing students, preschoolers with intellectual disabilities, adolescents with emotional and behavioral problems, learners with autism spectrum disorders, college students, and adult learners. She is a noted proponent of effective instruction and using technology to produce individual and system-wide change. A career educator, she has been a preschool and elementary school teacher, a principal and administrator, a university professor, an education researcher, and was Vice President of Instructional Development at Headsprout, an award-winning learning sciences technology company.

A sought-after speaker nationally and internationally, Janet has presented and published worldwide on instructional design, improving education, effective learning systems, and educational technology, including a presentation on leveraging new educational technologies for diverse settings at the United Nations in 2011. In 2007–2008 she served as President of the Association for Behavior Analysis International, and in 2015 she was awarded the Ernie Wing Award for Evidence-Based Education for her work on innovations in education and the systems that support them to produce meaningful differences in learners' lives. She is CIL's Director of Innovation & Technology and the Vice President of Learning Sciences and Technologies at ABA Technologies. She also holds faculty positions as Professor of Behavior Analysis at the Florida Institute of Technology and Associate Professor of Pediatrics at the University of Massachusetts Medical School/Shriver Center.

Mark Williams brings 26 years of experience in teaching from high school to graduate levels, and served as the Illinois state director of Career and Technical Education. He has long experience in the use of educational technology beginning with legendary Seymour Papert's classroom Robo-Turtles and the first generation PLATO (Program Logic for Automated Teaching Operations) systems at the University of Illinois. He studied under the noted behaviorist Israel Goldiamond at the University of Chicago and has advanced degrees in theology from the Angelicum University in Rome.

Mark currently serves as the Vice President of the Academic Development Institute in Lincoln, Illinois, which works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. He is the Director of Strategic Partnerships for PLS 3rd Learning, an organization dedicated to the improvement of teaching and learning in K–12 schools by leveraging advanced technologies. He is CIL's scientific advisor, and contributes to the CIL's focus on the science of innovation, personalized learning, and personal competency. He is also co-coordinator of the Center on School Turnaround's Network of State Turnaround and Improvement Leaders (NSTIL), and a consultant for the Building State Capacity and Productivity Center.