

# Curriculum Associates *i-Ready*<sup>®</sup> and *Ready*<sup>®</sup> Authors

Our programs are research-based and built from the ground up to be true to the details, rigor, and intent of college and career readiness standards. In order to connect the latest research with practical application in the classroom, *i-Ready* and *Ready* continue to evolve with guidance from advisors and authors who have a wide range of expertise in the field of education.

## Reading Authors

### Dr. James W. Cunningham

*Professor Emeritus of Literacy Studies, University of North Carolina at Chapel Hill*



Widely known for his research on text complexity and reading comprehension. Work has been featured in many prominent publications, including the *Journal of Literacy Research* and *Reading Research Quarterly*.

### Dr. Sharroky Hollie

*Executive Director, the Center for Culturally Responsive Teaching and Learning*



A national expert who provides professional development to thousands of teachers and leaders in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and worked in nearly 2,000 classrooms. A prolific author, most recently he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015).

### Dr. D. Ray Reutzel

*Dean of the College of Education, University of Wyoming*



President of the Reading Hall of Fame. Conducts research on early literacy in Grades K–3. Author of more than 225 published research reports, articles, books, book chapters, and monographs in reading, literacy, and early childhood education.

## Mathematics Authors

### Dr. Mark Ellis

*Department Chair and Professor of Education, California State University, Fullerton; National Board Certified Teacher*



Has served on the Board of Directors and Executive Committee of the National Council of Teachers of Mathematics (NCTM). Best known for his research regarding equity, discourse, and technology in mathematics education and the preparation of teachers of mathematics. Coauthor of *Reimagining the Mathematics Classroom*.

### Dr. Gladis Kersaint

*Dean of the Neag School of Education, University of Connecticut*



Has served on the Board of Directors and Executive Committee of NCTM. Author of books and numerous refereed journal articles related to factors that influence mathematics teaching and learning, with a research focus on equity and discourse in mathematics education. Coauthor of *Teaching Mathematics to English Language Learners*.

### Grace Kelemanik

*Cofounder, Fostering Math Practices*



National consultant supporting teachers, coaches, and school leaders with a focus area in engagement of special populations in mathematical thinking and reasoning. Coauthor of *Routines for Reasoning: Fostering the Mathematical Practices in All Students* and *The Fostering Geometric Thinking Toolkit*. Mathematics education experience includes: urban 6–12 mathematics teacher and leader, project director at Education Development Center, and Teacher Educator at the Boston Teacher Residency program.

### Amy Lucenta

*Cofounder, Fostering Math Practices*



Coauthor of *Routines for Reasoning: Fostering the Mathematical Practices in All Students*. Consultant to teachers, coaches, and school leaders in mathematics instruction and pedagogy. Expertise in teaching with instructional routines and the integration of Mathematical Practices into instruction. Has extensive K–12 mathematics experience supporting all learners, including a focus on English Learners and students with learning disabilities.

# Curriculum Associates Technical Advisory Committee

*i-Ready Diagnostic* was developed in cooperation with leading academics and was built with the input and guidance of hundreds of experienced educators. In addition, *i-Ready Assessment* is developed and continually improved based on the guidance of an expert team of technical advisors.

The Technical Advisory Committee includes:

## Dr. Derek Briggs

*Professor and Chair of the Research and Evaluation Methodology Program, University of Colorado at Boulder*

- Recognized expert in the measurement and evaluation of student learning, including in the use of learning progressions as a method for facilitating student-level inferences about growth and helping bridge the use of test scores for formative and summative purposes
- Serves on the technical advisory committees of multiple state, consortium, and national assessment programs
- President-elect of the National Council on Measurement in Education

## Dr. Andrew Ho

*Professor of Education, Harvard Graduate School of Education*

- Research critiques and clarifies educational accountability metrics, including proficiency, growth, achievement gaps, and value added
- Author, with Dr. Karen Castellano, of *A Practitioner's Guide to Growth Models* (2013)
- Member of the National Assessment Governing Board and a recipient of the Jason Millman Promising Measurement Scholar Award from the National Council on Measurement in Education

## Dr. Richard Luecht

*Professor of Educational Research Methodology, University of North Carolina at Greensboro*

- Research includes technology integration in assessment, advanced psychometric modeling and estimation, and the application of engineering design principles for formative assessment (i.e., assessment engineering)
- Designed numerous algorithms and software programs for automated test assembly and devised a computerized adaptive multistage testing framework used by a number of large-scale testing programs

## Dr. Michael Rodriguez

*Campbell Leadership Chair and Professor of Quantitative Methods in Education, University of Minnesota*

- Well known for research on item development & validation and measurement accessibility for individuals with disabilities and multilingual learners
- 2005 Albert J. Harris Research Award of the International Reading Association
- Chairs the US Department of Defense Advisory Committee on Military Personnel Testing and the National Board of Professional Teaching Standards Technical Advisory Group

## Dr. Edynn Sato

*CEO and Chief Research Scientist, Sato Education Consulting*

- Authority on student learning, instruction, and assessment, particularly of culturally and linguistically diverse learners (e.g., English Learners) and students with disabilities
- Served as a chair of the Diversity Issues in Testing Committee for the National Council on Measurement in Education and is a Peer Reviewer of State Assessments for the US Department of Education
- Has served as principal investigator or project director on a number of successful federally funded projects and multimillion-dollar education contracts that primarily focused on serving the needs of English Learners and students with disabilities

# Curriculum Associates Efficacy Advisory Committee

Curriculum Associates strives to produce rigorous, high-quality efficacy and implementation research for *i-Ready Assessment*, *i-Ready Personalized Instruction*, and *Ready*. The Efficacy Advisory Committee (EAC) provides guidance to the Curriculum Associates Research team regarding research design, analytical methods, and interpretation of results, thus ensuring the alignment of Curriculum Associates' research with academic standards for rigor as well as the Every Student Succeeds Act and What Works Clearinghouse (WWC). The EAC includes:

## Dr. Allison Atteberry

*Assistant Professor, University of Colorado at Boulder*

- Conducts research on teacher- and school-level interventions designed to improve the quality of instruction experienced by historically underserved students
- Leverages both econometric and statistical approaches to education policy analysis, focusing on what methods and designs constitute compelling evidence of causal effects in quantitative research

## Dr. Henry Braun

*Boisi Professor of Education and Public Policy; Director of the Center for the Study of Testing, Evaluation, and Educational Policy, Boston College*

- Research expertise includes assessment design, assessment and accountability, international assessment surveys, and outcomes of liberal education
- American Educational Research Association honored Dr. Braun with the Division D 2018 Robert L. Linn Distinguished Address Award and the Palmer Johnson Award in 1986
- NCME Award for Technical Contributions to Measurement in 1999
- Elected to the prestigious National Academy of Education in 2017—a collection of more than 200 elite researchers who address education's most pressing issues

## Dr. Richard Brown

*Founder and CEO, West Coast Analytics*

- Former Associate Professor, Psychometrician, Rossier School of Education at the University of Southern California
- Former Senior Researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA
- One of the primary psychometricians for *i-Ready Diagnostic* since its inception

## Dr. Spyros Konstantopoulos

*Professor of Measurement and Quantitative Methods at the Department of Counseling, Educational Psychology, and Special Education, Michigan State University*

- Conducts research in Applied Statistics, Educational Policy, and Educational Effectiveness
- In 2002, he received the Palmer O. Johnson Award from the American Educational Research Association and the Harold E. Mitzel Award for meritorious contribution in educational practice through research.
- Past co-editor of the journal *Educational Evaluation and Policy Analysis*
- Past methods editor of the *Journal of Research on Educational Effectiveness*

## Dr. Bruce Randel

*Founder and CEO, Century Analytics*

- Provides consulting and contracting services in research design, research methods, statistical analysis, educational measurement and psychometrics, and reporting
- Certified WWC reviewer and expert in designing studies aligned to WWC Standards and Procedures
- Provided technical assistance for projects funded through Investing in Innovations, Education Innovation and Research, Supporting Effective Educator Development, the Regional Educational Laboratories, and the Social Innovation Fund