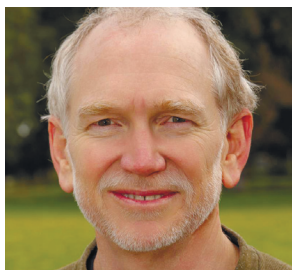


Researchers Who Guided Development

Scott K. Baker, Ph.D.

Associate Director of the Center on Teaching and Learning, University of Oregon



Scott K. Baker is the associate director of the Center on Teaching and Learning at the University of Oregon and director of Pacific Institutes for Research in Eugene, Oregon. His education interests focus on teaching and learning in literacy and mathematics, and the education needs of English learners. He is particularly interested in the impact of instructional interventions in schools that use multiple tiers of instructional support (i.e., Response to Intervention frameworks). He is the principal investigator on a number of IES research grants to develop and test effective instructional approaches and interventions in early reading and mathematics.

Andrew Biemiller, Ph.D.

Professor Emeritus at the Institute of Child Study, University of Ontario

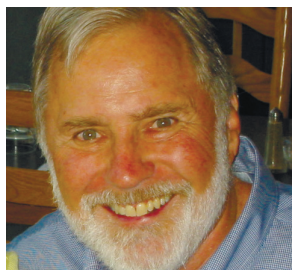


Andrew Biemiller taught at the Institute of Child Study, University of Toronto, for 36 years, retiring in June 2004. He was responsible for the teacher education program at the institute for 15 years. His recent research has concerned what word meanings are acquired, the order of meanings acquired, and effective methods of teaching word meanings. His current research concerns identifying word meanings particularly useful for instruction at the pre-primary, primary, and upper elementary levels. He published *Words Worth Teaching*, which summarizes much of this research. He has served as an associate editor of the *Journal of Educational Psychology*, and he is active as an educational consultant to the U.S. Institute of Education Sciences, U.S. Institute of

Human Development, educational TV (*Martha Speaks* program), publishers, state departments of education, and researchers.

Michael Graves, Ph.D.

Professor Emeritus of Literacy Education, University of Minnesota



Michael Graves is Professor Emeritus of Literacy Education at the University of Minnesota and a member of the Reading Hall of Fame. His research and writing focus on vocabulary learning and instruction, and comprehension instruction. His most recent books include *Teaching Vocabulary to English-Language Learners* (in preparation, with Diane August and Jeannette Mancilla-Martinez), *Reading Better, Reading Smarter* (in press, with Deborah Appleman), *Essential Readings on Vocabulary Instruction* (2009), *Teaching Individual Words: Once Size Does Not Fit All* (2009), *Fostering Comprehension in English Classes* (2009, with Raymond Philippot), *Teaching Reading in the 21st Century* (4th edition, 2007, with Connie Juel and Bonnie Graves), *Reading and Responding in the Middle Grades* (2007, with Lee Galda), and *The Vocabulary Book* (2006).

His work has also appeared in journals, including *Reading Research Quarterly*, *Research in the Teaching of English*, *Journal of Reading Behavior*, *The Reading Teacher*, *Middle School Journal*, *Journal of Adolescent and Adult Literacy*, *Journal of Educational Psychology*, *Elementary School Journal*, *Child Development*, *American Educator*, and *Educational Leadership*. He has served as a consultant for a range of government, nonprofit, and commercial organizations; as editor of the *Journal of Reading Behavior* and associate editor of *Research in the Teaching of English*; and on the editorial review boards for *Reading Research Quarterly*, *Research in the Teaching of English*, *Journal of Reading*, and other journals.



Claude Goldenberg, Ph.D.

Professor of Education, Stanford University

Claude Goldenberg's areas of research and professional interest center on promoting academic achievement among language-minority children and youth. A native of Argentina, Goldenberg is currently Professor of Education at Stanford University. He was previously at California State University, Long Beach, where he was Professor of Teacher Education, Associate Dean of the College of Education, and Executive Director of the Center for Language Minority Education and Research (CLMER). Goldenberg was on the National Research Council's Committee for the Prevention of Early Reading Difficulties in Young Children and on the National Literacy Panel, which synthesized research on literacy development among language-minority children and youth.

Goldenberg's most recent books are *Promoting Academic Achievement among English Learners: A Guide to the Research*, coauthored with Rhoda Coleman (Corwin, 2010), and *Language and Literacy Development in Bilingual Settings*, coedited with Aydin Durgunoglu (Guilford, 2010). His other publications have appeared in academic and professional journals, and he has been on the editorial boards of *Language Arts*, *The Elementary School Journal*, *Reading Research Quarterly*, *American Educational Research Journal*, and *Literacy, Teaching and Learning*. His current projects focus on improving literacy achievement among English learners in elementary and middle school, language and literacy development among Mexican children in Mexico, and development of a measure of classroom quality for English learners.