researchED ED 2016
WASHINGTON 2016

WORKING OUT WHAT WORKS

CONFERENCE PROGRAMME

Saturday October 29th 2016
Columbia Heights Education Campus
Washington D.C.

THE CENTER *for* TRANSFORMATIVE
TEACHING & LEARNING
AT ST. ANDREW'S EPISCOPAL SCHOOL

tes

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1. To raise the research literacy of educators, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter.

2. To bring together as many parties affected by educational research - e.g. teachers, academics, researchers, policy makers, teacher-trainers - in order to establish healthy relationships where field-specific expertise is pooled usefully.

3. To promote collaboration between research-users and research-creators so that educators become more involved in the questions posed for research to answer, the data generated in that process, and in the consideration of the meaning of that data.

4. To help educators become as aware as possible of significant obstacles - e.g. biases - in their own understanding of learning and education, and to locate the best methods of empirical enquiry and analysis in those fields.

5. To promote, where possible, research of any discipline that has been shown to have significant evidence of impact in education, and to challenge research that lacks integrity, or has been shown to be based on doubtful methodologies.

6. To explore 'what works' in the field of education, and to explore what the concepts contained in that statement might mean, as well as to consider the limitations of scientific enquiry in this area as well as the opportunities.

ORDER OF THE DAY

Time	Session		Time	Session
9:45 - 10:00	Welcome		13:45 - 14:25	Session Five
10:10 - 10:50	Session One		14:30 - 15:10	Session Six
11:00 - 11:40	Session Two		15:10 - 15:30	Break
11:50 - 12:30	Session Three		15:30 - 16:10	Session Seven
12:30 - 13:00	Lunch		16:15 - 16:55	Session Eight
13:00 - 13:40	Session Four		17:00 - 17:10	Plenary/Thanks

Welcome to research ED Washington 2016

Welcome to the second researchED event in the US, and the first in Washington, DC. We're so proud and grateful to be invited to hold one of our unique events in the heart of one of America's most exciting cities. researchED days are a blend of voices, from teachers to principals to academics and policy makers, all coming together to discuss one aim: how do we raise standards in education through better use of evidence? We've been building communities for the last three years, from Australia to Amsterdam, and one thing I've discovered is that this genie won't go back in the bottle. Educators, once introduced to the critical scrutiny of evidence bases, are better placed, informed and resourced to help children, work more efficiently, and build better spaces to work and flourish. We hope that in the next few years we continue to build relationships with teachers, groups, schools and interested bodies to work for the common good of all children, teachers and schools. We rely, as we always do, on the generosity and goodwill of educators wherever we go and I'm permanently grateful that this unusual model has thrived. But perhaps I shouldn't be surprised. People in education know it's a special sector. I hope you have an equally special day; see speakers that inspire, challenge and teach you something. And don't forget to share what you learn with others.

I hope you have a fantastic day

Tom Bennett
Founder, research ED

Dear Educator,

Thank you for making it to researchED Washington DC. Having been connected to and energized by researchED's education-improvement movement for two years or so, it has been a great pleasure to assist with arranging this, researchED's second US conference. As you move through today's event and into the globe-spanning community of researchED-inspired educators, I hope your learning experiences are anywhere as powerful as those researchED has afforded me. I've seen first-hand how researchED's practitioner-driven, evidence-prioritized, and collaborative professional learning model has benefited teachers, ed leaders, and kids in multiple points across the world, and so am accordingly excited for its potential in the US. I strongly hope the same is apparent to you after spending today with us.

Special thanks to Arthur McKee, Julie Greenberg, Pankaj Rayamajhi, Alex Weatherall, Joanne Smolka, and Nils Tishauser for help with event logistics, programming, and promotion.

Eric Kalenze

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SESSIONS

Theatre

Welcome and Introduction 9:45 – 10:00
Tom Bennett and Maria Tukeva

Session One - 10:10 – 10:50

Theatre

Why teaching isn't – and probably never will be – a research-based profession
Dylan Wiliam

The idea that teaching should be based on the best available research evidence about what helps students learn most effectively is attractive; perhaps even obvious. Educational research is frequently compared unfavorably with research in medicine and, particularly in recent years, policymakers have criticized academics for failing to address issues of practical relevance and have sought to discover "what works" in education, especially by examining characteristics of education systems in countries that perform well in international comparisons such as TIMSS, PISA and IALS. In this talk, Dylan Wiliam will argue that because of the nature of educational processes, research will never be able to provide practitioners with reliable guides for action. Rather "putting research into practice" involves teachers in the creation of new kinds of knowledge, albeit of a distinct and local kind.

Session Two - 11:00 – 11:40

C149

Poor Proxies for Learning: Looking good isn't the same as being good
David Didau

Most teachers reckon they know learning when they see it. Trouble is, learning is invisible. All we see are proxies and much of what children do in lessons are poor proxies for learning. This session explores why much of what is commonly enacted in classrooms can, contrary to our intuitions, actually end up undermining learning, and offers some ideas for designing teaching sequences around better proxies.

C150

Reading Science, Trauma, Resilience, and Hope from a Perspective Far Outside the Classroom
Stephen Dykstra

Blending powerful stories, potent metaphors, a sensibility rooted in child development, big data no one is talking about, and a shocking review of almost 50 years of history, Dr. Dykstra makes the argument that the senseless way we teach children to read is failing them, their teachers, and their communities. Like every other failure, some children, some communities, pay a higher price but everyone, everywhere, pays. The good news is there are solutions, and the solutions are the same everywhere, with every child. We won't win this argument and get the change we need by building an ever more impressive mountain of research. We need to apply different pressure, ask different questions, and pick different fights. Our children, our teachers, and our communities can't wait forever.

C151

The Next LEAP Forward for DCPS
Jason Kamras

Most teacher professional development is boring and doesn't work. We're changing that. Learn the story of DCPS's LEAP program, which has one simple goal: shift instruction across the district from good to great. This unprecedented investment in teacher development is called LEAP, or LEarning together to Advance our Practice. At its core, LEAP is about helping teachers become truly expert at teaching the DCPS Common Core-aligned

curriculum – so that every student across the city experiences rich, engaging, and challenging instruction every day. To do this, teachers engage in a weekly cycle of development in small content-specific professional learning communities (LEAP Teams) at their schools. These teams are led by content experts (LEAP Leaders) at their schools. Come explore what distinguishes LEAP from other PD models.

C152

Researcher-Practitioner Partnerships in Education: Challenges and Opportunities
Ruth Nield

In the United States, interest has grown in partnerships between education researchers and practitioners. The speaker will provide examples of these partnerships, their work, and their contributions to the broader landscape of education research.

C153

Assessment Without Tests
Kristen Dicerbo

Rich digital environments, including games, simulations, and alternate reality learning experiences, provide new ways to think about assessment. They allow us to gather information about what students know and can do without administering anything that looks or feels like a test. These environments promote student engagement, let students learn while their progress is being measured, provide immediate feedback to both the student and teacher, and reveal the processes students use to reach an answer, not just the answer itself. This session will describe ongoing research around the design and evaluation of digital environments for assessment, providing examples of games and simulations that allow us to provide new, rich information and feedback to students and teachers.

Session Three - 11:50 – 12:30

C149

Extreme Equality: Using research to close the achievement gap in math
John Mighton

JUMP Math is a Common Core aligned K to 8 math program based on teaching method called "guided discovery.". Various pilots and studies have shown promising results: in a matched pair study by Johns Hopkins the Manhattan Charter school got the greatest gains on their state test scores of all schools in NY city. Dr. Mighton will demonstrate methods teachers can use to empower their student to make discoveries on their own while still providing a great deal of rigorous scaffolding, feedback and practice.

C150

The Hidden Value of Curriculum Reform
Ulrich Boser

Curriculum plays an important role in how students are taught, and there is a strong body of evidence that shows that putting a high-quality curriculum in the hands of teachers can have significant positive impacts on student achievement. Our report provides new insight on how curricula are selected and examines the costs of those curricula. We find that rigorous elementary school math curricula can deliver far more ROI than other reforms. Discussion will also examine the issue of curricula in light of the research on the new science of learning.

C151

The Research Behind Literacy Coaching as a Professional Development Model: Just How Effective Is It?
Diana and Betsy Sisson

Teacher quality is the single largest factor affecting student achievement. Some studies suggest it is also the most important. While some have made the case that "all top systems, including the rapidly improving ones,

recognize that if you want good teachers, you need to have good teachers train them, and this requires focused one-on-one coaching in the classroom", the question remains: Does literacy coaching really make a difference in the lives of teachers and students?

C152

Teacher Prep's Antipathy to Research-Based Evidence
Kate Walsh

For over a decade, the National Council on Teacher Quality has pored over thousands of teacher prep programs nationwide, checking for teacher candidate exposure to strategies that work in the classroom. Learn what we've looked for and what we've found – and why it's fair to label as "antipathy" teacher educators' stance towards the best research evidence.

C153

Running a room: lessons from the UK behaviour review
Tom Bennett

In this session, UK government classroom behaviour advisor (or 'Behaviour Tsar' as the press dubbed him) will describe the key findings of the recent review into behaviour in UK schools, from teacher training to leadership, and discuss what strategies were found to be most successful and best evidenced.

LUNCH

Session Four - 13:00 – 13:40

C149

Like Hip-Waders for the Bullsh-initiatives: Research's Role in Teachers Reclaiming Their Profession
Eric Kalenze

This talk will explore various major over-corrections in the education enterprise in recent decades and suggest how, by becoming better users of available research and a number of key considerations, practitioners can influence future costly, time-ineffective bullsh-initiatives and improve all of education from their classrooms up.

C150

A Student's Journey Through Learning: How Can Cognitive Psychologists Help?
Yana Weinstein

I look at the students' learning experiences from a cognitive psychology perspective. But what does this mean? How can cognitive psychologists help shed light on the learning process? I will talk about some promising findings, as well as some limitations of our field.

C151

Common Core and its assessment: lessons to learn
Ze-ev Wurman

Common Core was supposed to bring with it a "new generation" of testing, which the federal government supported by funding two multi state assessment consortia. Those consortia promised to modernize testing with technology, and to probe deeper student knowledge via new types of test items, in the name of more efficient time-wise, and more reliable depth-wise, testing. How did this work out in reality? This session will review the implementation efforts of the new testing and evaluate it in the context of their original promises.

C153

The Future Of Education Research? Using Rapid Random Control Trials in EdTech
Seth Andrew

Sessions

Session Five - 13:45 – 14:25

C149
Teaching the Science of Learning
Megan Smith

During the talk I will discuss our recent project creating materials to promote the science of learning in classrooms. I will also talk about the empirical work we are doing to test whether our materials to help teach students how to study effectively on their own lead to improvements in study strategy choice and learning. (Talk Co-authors: Yana Weinstein and Cindy Wooldridge)

C150
Why Knowledge Matters
Robert Pondisco

Persistent myths about reading comprehension–how we teach it; and how we test it–are holding back student achievement in the U.S. Once we see reading comprehension for what it really is, not a skill to be taught but a condition to be created, one conclusion is inescapable, particularly for the most vulnerable learners: knowledge matters. The only way to ensure reading success is with a rich, well-rounded curriculum for all children.

C151
The Evidence is in the Language: Teaching Reading with Linguistics-Based Instruction
Holly Shapiro

This talk will share how one speech pathologist built an innovative linguistics-based program for teaching students to read. In challenging conventional wisdom of approaches to reading that focus on rules and their exceptions, this presentation demonstrates the enormous benefits of applying scientific evidence in customized reading instruction. Learning the English language as a system where phonology, morphology, and etymology all play nicely together opens doors for children struggling to read, and leads to enduring understanding and application.

C152
Journal Club
Beth Greville-Giddings

Journal clubs are a great way for schools to start engaging with research and current ideas in education. Find out what a Journal Club is, how to run one in an educational setting, how to access resources to help you, and hands-on experience of a Journal Club. The paper to be discussed during the session: 'The role of self-determination theory and cognitive evaluation theory in home education'

Session Six - 14:30 – 15:10

C149
The Most Ironically-Named Education Study
Robert Craigen

Reputed to have been the largest and most expensive comparative study of teaching interventions in history (not to mention the most ironically-named), Project Follow Through (PFT) was a 10 year longitudinal study, during the 1970s, of the effectiveness of interventions for low-SES students in "communities at risk" across the U.S., comparing the performance of numerous models representing the leading schools of educational thought in that day. The performance of a "dark horse" model in the study surprised many. This is the story of what happened … and what happened afterwards.

SESSIONS

C150
Rethinking Teacher Development
Liesl Groberg & Richard Green

Figuring out how best to help all teachers improve their practice, so, in turn more students achieve, is the million-dollar question. At TNTP, we spent two years taking an in-depth look at how three large public school districts and one charter school network support their teachers' professional growth in hopes of finding an answer. Over that time, we surveyed more than 10,000 teachers and 550 school leaders and interviewed more than 100 district office staff members. We wanted to figure out what distinguishes teachers who improve from those who don't—in terms of their development experiences, mindsets or the qualities of their schools—in the hope that they could provide a blueprint for helping far more teachers improve. In the end, though, we didn't find what we hoped we would. Instead, what we found challenged all our assumptions about teacher development and how to achieve it at scale.

C151
Bridging Mathematics and Mathematics Education
Bryan Penfound

Working in a joint position for both the mathematics and education camps was both highly rewarding and utterly dreadful. In this session, I will reflect on some of the major lessons I have learned from my joint appointment taking care to highlight the discussions necessary to bridge the gaps between camps.

C152
What would a curriculum to develop evidence-based practitioners look like?
Gary Jones

This session will explore the implications of the Educational Excellence Everywhere White Paper for creating an evidence-informed teaching profession. I will begin by summarising how the UK government is intending to support the creation of an evidence-informed teaching profession within England. I will then go onto to define what is meant by evidence-based practice and outline a curriculum to help develop trainee teachers, experienced teachers and head-teachers develop their knowledge and skills as evidence-based practitioners. Finally, I will provide a check-list/self-audit tool that will allow teachers and principals to self-assess their skills as evidence-based practitioners.

<div align="center">COFFEE</div>

Session Seven - 15:30 – 16:10

C149
Why is assessing worthy outcomes a conceptual problem and not an assessment one?
Giselle Martin-Kniep

This session will be grounded in qualitative research on different groups involved in the development of assessments and metrics for outcomes such as critical thinking, problem solving and self-regulation and on field-based experiences related to facilitating the design of over 90 authentic performance assessments.

C150
The Emerging Science of Teacher Expertise
Ben Riley

The session will explore the role of deliberate practice in developing and improving teaching skill.

C151
The Singapore approach to teaching mathematics and its influence on elementary education in the United States
Cassy Turner

Singapore's students have led world rankings in mathematics for 25 years, and its math curriculum is increasingly used in elementary classrooms worldwide. This session will look at how the Singapore approach has developed in the US and how it has influenced American math education.

C152

With Literacy and Justice for All: Why the Reading Achievement Gap Is Largely a Knowledge Gap
Lisa Hansel

While much of ed reform is focused on narrowing the reading achievement gap, a greater focus on birth to third grade would allow us to prevent that gap from forming. I'll review the research on why a language-, print-, and knowledge-rich environment is essential for children to reach their potential, and offer highly effective, low-cost strategies, such as interactive read-alouds, text sets, and learning centers that reinforce academic vocabulary.

Session Eight - 16:15 – 16:55

C149

Urban Myths about Learning and Education
Pedro de Bruyckere

Many things people commonly believe to be true about education are not supported by scientific evidence. In our book Urban Myths about Learning and Education we examined commonly held incorrect beliefs and then provide what research has shown. Often reality is much more complex therefor we use 3 labels: myth, nuanced or unproven. In my talk I will discuss several of these popular ideas and as Paul, Casper and I are working on a second edition, maybe I'll throw in some new myths we are examining.

C150

Connecting the Dots: The Power of Connection and Personalized Learning Networks
Sarah Thomas

In this session we will promote the connection of educators in the room using social media. This is aligned with the National Education Technology Plan, which addresses Personalized Professional Learning. Participants will understand the importance of a personalized/professional learning network. During the session, they will be exposed to such tools as Twitter, Voxer, Google Hangouts, WordPress, and others.

C151

Special Education: "Inclusion," class composition, and teaching in today's classroom
Paul Bennett

Striving for the "full inclusion" of all students in the regular classroom may be a worthy goal, but it makes teaching far more challenging and cannot satisfactorily meet the needs of all children. A few Canadian school systems, following the lead of New Brunswick, have elevated "inclusive education" to an exalted status. For many children and teens with severe learning disabilities or complex needs, it is not the most enabling learning environment. Teacher surveys identify class management as a fundamental problem and "class composition" as the biggest obstacle to professional satisfaction. Building upon Canadian school research, it's clear that special needs policy, designed by theorists, is not working and needs rethinking to achieve a better educational environment for teachers and students alike.

C152

Most professional professions use research to inform practice, why not teaching? This framework is the answer
Glenn Whitman & Ian Kelleher

Schools are clamoring for a model to develop a teacher's ability to identify, read, apply, and conduct research. The co-authors of Neuroteach want to use this session to share an evolving professional growth pathway informed by the latest research in the interdisciplinary field of mind, brain, and education science (MBE) that has been built in collaboration with Evidenced Based Education (UK). We call it the Research Engagement Framework. Participants will explore and help design a professional pathway that moves a teacher from being a research informed "Novice" to a research informed "Leader".

Seth Andrew

Seth began his career as a public school teacher teaching in South Korea and South Africa, before becoming a Special Education administrator in Massachusetts. In 2005, Democracy Prep Public Schools was born with the goal of ensuring that every single student would Work Hard, Go to College, and Change the World! Under Seth's leadership as founding Head of School, Democracy Prep became the number one middle school in the City of New York. He is now a Senior Advisor in the Office of Education Technology at the White House.

Paul W. Bennett

Paul is Founding Director of the Schoolhouse Institute and Adjunct Professor of Education at Saint Mary's University in Halifax, NS Canada. Over his wide-ranging career, Paul has taught high school history, completed an Ed.D. at OISE(Toronto), served as an elected public school trustee, headed two leading independent schools, written eight history books, and emerged, born-again, as a well-known Canadian education commentator. Since 2009, he has produced regular newspaper columns, churned out more than a dozen policy papers, and curated Educhatter, a lively blog on Canadian education. Follow him on Twitter @Educhatter.

Tom Bennett

Founder of researchED International, advisor to UK Government on behaviour in schools, and author of four books. 2015 shortlisted nominee for the Global Teacher Prize; Huffington Post '2015 Top 12 best education bloggers.

Ulrich Boser

Boser's work for the Center for American Progress examines education, crime, and other social issues. He is currently working on a book about learning, tentatively titled Learning to Learn: Why Being Smart in the Information Age Isn't Important—and Why Learning Is. Boser has served as a contributing editor for U.S. News & World Report, was a founding editor of the online criminal justice magazine "The Open Case," and has had his research featured everywhere from "The Tonight Show with Jay Leno" to the front page of USA Today. His work on school spending made headlines around the country and helped inspire initiatives to improve the effectiveness of education dollars. Boser is also the author of The Leap: The Science of Trust and Why It Matters, and his articles have appeared in The New York Times, The Wall Street Journal, and The Washington Post. He has also been an Arthur F. Burns fellow, served as an adviser to the Bill & Melinda Gates Foundation, and been featured on CNN, National Public Radio, and "NBC Nightly News.

Pedro de Bruyckere

Pedro has co-written several books on youth and education and is an often-asked international public speaker on education. He co-authored the popular book Urban Myths about Learning and Education with Paul Kirschner and Casper Hulshof, and he is highly skilled at being funny explaining serious stuff. An avid blogger on new research in education, De Bruyckere's posts can be found at www.theeconomyofmeaning.com.

Robert Craigen

Rob has held academic positions since 1991, teaching mathematics at the University of Lethrbridge, Fresno Pacific University and The University of Manitoba. He is director of the Manitoba Mathematical Competition and a "Mathletics" coach, mentor and High School liason, an executive member of the Manitoba Association of Mathematics Teachers, and an occasional speaker for school audiences. In 1994 he received the Kirkman Medal in Combinatorics for his research in the field of Combinatorial Matrix Theory.

Representing the professional math community on the Manitoba Curriculum Steering Committee for Math in 2005-2009 he was exposed to the WNCP curriculum for K-12 (which is in use across 8 provinces) and became aware of issues in public school math education.

In 2011, Rob cofounded the Western Initiative for Strengthening Education in Mathematics (WISE Math, wisemath.org), and ever since has studied educational issues, worked with policy makers and spoke publicly across Canada about the so-called "Math Wars".

David Didau

After 15 years as a classroom teacher, David is now a full time provocateur. He writes about the intersection of education research and classroom practice and specialises in uncovering hidden assumptions and unexamined axioms. As well as having written several popular books on education, he blogs at The Learning Spy.

Kristen Dicerbo

Kristen leads a team of education researchers focused on conducting and translating research about learners and learning in order to influence the development of curricula and digital tools. Her personal research centers on interactive technologies, particularly the use evidence from learner activity in games and simulations to understand what learners know and can do. She has also engaged with teachers to understand how to best communicate information about student performance to inform instructional decisions. Kristen has been at Pearson since 2012 and has previously served as Lead, Center for Learning Science & Technology; Principal Research Scientist and Senior Research Scientist, all in Pearson's Research Innovation Network. Kristen received her Master's Degree and Ph.D. in Educational Psychology at Arizona State University.

Steve Dykstra

Dr. Dykstra has worked in public sector, community mental health for more than 25 years. He is a founding member of the Wisconsin Reading Coalition, and Vice President of the Coalition for Reading Excellence, but he has never tutored or taught a child to read. Except for parts of one or two courses in graduate school, he has no formal training on the topic. Instead, through the course of his work and life, he has come to see the role of reading, reading struggles, and reading failure in the lives of the thousands of children he has served, as well as in their families, schools, and communities. He tries to bring together the science of reading he has discovered, with the lessons he has learned from the children he serves, and what he knows about people to understand how we got to where we are, and how we might change that.

Richard Green

Richard is a Partner at TNTP and a leader in that organization's professional development work. Based in Baltimore, Richard leads teams that helps large school districts activate change and re-imagine strategies for professional development for teachers and leaders, teacher preparation and induction, talent management and evaluation. Richard joined TNTP in 2010 to help Denver Public Schools launch one of the first evaluation systems to inform performance-based certification decisions. He has overseen TNTP Teaching Fellows programs in DC and Baltimore that together recruited and trained more than 200 teachers a year. Richard left public relations in 2001 to join the first class of DC Teaching Fellows and served elementary students in DC Public Schools, Fairfax County Public Schools and KIPP DC over the course of nine years. He was also a K-5 instructional coach. Richard earned undergraduate and graduate degrees from American University.

Beth Greville-Giddings

Beth is the Research Lead and a Teaching Assistant at Westbury School in Nottingham, UK. Beth completed her M.Ed. in 2012 and is currently working on 'What Matters', a project bringing together The University of Nottingham and local schools. Beth runs a regular journal club open to all staff in school, and has initiated journal clubs for Transform Teaching School Alliance and the researchED forum. She has recently established a website to support Journal Clubs – www.EduJournalClub.com

Liesl Groberg Strategic Growth Partner, TNTP

As a Partner on TNTP's Strategic Growth team, one of Liesl Groberg's priorities is understanding the policy and funding landscape for innovations that could help teachers of at-risk students improve their practice. Her career began as an alternative route teacher in DC Public Schools, where, in the early 90s, she taught eighth grade English. In the years that followed, teaching in Washington and Austin, Texas, Liesl experienced many changes in educator professional development, first as a teacher and later as a practitioner who coached teachers with the University of Texas, Breakthrough Collaborative and ultimately, TNTP. Prior to her current role with the national team, Liesl worked on TNTP's DC Teaching Fellows program and launched and led the local certification program for new Teaching Fellows, one of the very first to base teacher licensure decisions on demonstrated classroom success assessed through multiple measures of effectiveness.

Lisa Hansel

Lisa is the director of Knowledge Matters. Previously, she was the editor of American Educator, the magazine of education research and ideas published by the American Federation of Teachers. She is also the of Loving Language Baby Books

Dr Gary Jones

@DrGaryJones worked in post-compulsory education for over 25 years. Gary has a doctorate in educational management from the University of Bristol and is interested in evidence-based practice and the implications for school leadership and management. Gary is currently an associate of Expansive Education Network based at the University of Winchester, where he supports teachers engage in evidence-based practice. Gary is also involved in a research project investigating school research leads use of research evidence. Finally, over the last last two years Gary has spoken at a range of conferences including researchED Sydney, Cambridge, New York, Glasgow, Goteborg and Melbourne. Gary has also spoken at conferences organised by UKFEchat, the Canons Park Teaching School Alliance and the Expansive Education Network. Gary blogs regularly on evidence-based practice and his latest posts can be found at evidencebasededucationalleadership.blogspot.com

Eric Kalenze

Eric Kalenze's career in education has included posts in teaching, coaching, administration, and consulting. He is the author of *Education Is Upside-Down: Reframing Reform to Focus on the Right Problems*, and he blogs at A Total Ed Case. He lives in Minnesota's Twin Cities metro area with his wife, two daughters, and one Puggle.

Jason Kamras

Jason Kamras is the Chief of Instructional Practice for the District of Columbia Public Schools (DCPS). As part of this work, Mr. Kamras recently launched an innovative new approach to teacher development called LEAP (LEarning together to Advance our Practice). LEAP is built around small, subject-specific professional learning communities that engage in a weekly cycle of planning, practicing, observing, and providing feedback on lessons. Prior to his current role, Mr. Kamras served as the Chief of Human Capital for DCPS, overseeing the district's efforts to attract and retain outstanding teachers, principals, and central office staff. Before joining the central office, Mr. Kamras taught mathematics for eight years and, in 2005, was named the United States National Teacher of the Year in 2005.

Dr. Ian Kelleher

Dr. Ian Kelleher (@ijkelleher) is the head of Research for Center for Transformative Teaching and Learning, where he focuses on the development of projects measuring the effectiveness of research-informed strategies used by St. Andrew's teachers and students. Glenn and Ian are the co-authors of the just released book Neuroteach: Brain Science and the Future of Education and co-edit the CTTL's nationally recognized publication, Think Differently and Deeply.

Giselle Martin-Kniep

Giselle is an educator and facilitator of adult learning who believes that sustainable school improvement is an aspiration worth pursuing. She has a strong background in organizational change and has several graduate degrees from Stanford University, and she has worked with thousands of schools nationally and internationally in the areas of curriculum and assessment, Neuroleadership, systems thinking and strategic planning.

Giselle has published multiple articles, chapters, and books including Why am I doing this?; Becoming a Better Teacher; Capturing the Wisdom of Practice; Developing Learning Communities Through Teacher Expertise; Communities that Learn, Lead and Last; and Changing the Way You Teach, Improving the Way Students Learn.

Giselle's most recent interests lie around determining best leverage points for sustainable school improvement, and more specifically around developing and aligning outcomes and measures used in schools.

John Mighton

Dr. John Mighton is a playwright turned mathematician and author who founded JUMP Math as a charity in 2001. His work in fostering numeracy and in building children's self-confidence through success in math has been widely recognized. He has been named a Schwab Foundation Social Entrepreneur of the Year, an Ernst & Young Social Entrepreneur of the Year for Canada, an Ashoka Fellow, an Officer of the Order of Canada, and has received three honorary doctorates.

research ED
WASHINGTON 2016

Ruth Curran Neild

Ruth is Deputy Director for Policy and Research, Delegated Duties of the Director, Institute of Education Sciences (IES), U.S. Department of Education. IES is the independent and non-partisan statistics, research, and evaluation arm of the Department. Its work includes fielding national and international assessments of student achievement, providing grants for rigorous research on interventions to improve education outcomes, conducting evaluations of Federal programs and policies in education, and providing support for use of research and data through evidence syntheses and technical support for education personnel. Before joining IES in 2011, Ruth was a Research Scientist at the Center for Social Organization of Schools at Johns Hopkins University and a member of the standing faculty at the University of Pennsylvania Graduate School of Education. She earned a Ph.D. in sociology from the University of Pennsylvania.

Professor Bryan Penfound

Over the past two years, Bryan had the opportunity to work jointly with the Faculty of Education and the Department of Mathematics & Statistics at the University of Winnipeg in Manitoba, Canada. Central to his role was to help develop and implement a program to ensure that students had an appropriate level of mathematical proficiency upon entering the Faculty of Education. This included development and delivery of specialized mathematics content courses for pre-service teachers.

Robert Pondiscio

In addition to serving as senior fellow and vice president for external affairs at the Thomas B. Fordham Institute, Robert is also a senior advisor to Democracy Prep Public Schools, a network of high-performing charter schools based in Harlem, New York. He writes and speaks extensively on education and education-reform issues, with an emphasis on literacy, curriculum, teaching, and urban education. After twenty years in journalism, including senior positions at TIME and BusinessWeek, Robert became a fifth-grade teacher at a struggling South Bronx public school in 2002. He subsequently served as vice president for the Core Knowledge Foundation. Robert's articles and op-ed columns on education have appeared in the Wall Street Journal, the Atlantic, the New York Daily News, Education Next, and many other publications. A frequent speaker and expert guest on education issues, he has appeared on the Fox News Channel, CNN, and elsewhere.

Ben Riley

Prior to founding Deans for Impact, a national nonprofit organization that seeks to improve teacher preparation, Ben conducted research on the New Zealand education system, worked as the policy director for a national education nonprofit, and served as deputy attorney general for the State of California. He received his bachelor's degree from the University of Washington and J.D. from the Yale Law School.

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With a 100 year heritage in education TES has become the largest network of teachers in the world. TESConnect, with almost four million downloads a week is home to more than 600 000 individually crafted teaching resources developed by teachers for teachers. This massive collection helps to inspire and inform teachers when they are preparing their lessons connecting 49 million professionals and students across the world.

Holly Shapiro
Holly Shapiro Ph.D. CCC-SLP, is the Founder and Director of Ravinia Reading Center, the only reading clinic on Earth owned and staffed entirely by speech-language pathologists. For 30 years, Holly has honed her practice as uncompromisingly pro-science and pioneering in its approach to linguistics-based instruction. Holly has had sustained success leveraging expertise of speech pathologists' training to teach children using customized instruction that harmonizes phonology, morphology, and etymology. When she's not working with students, you can hear Holly playing drums alongside other local Chicago musicians, with whom she shares her many culinary delights.

Dr. Diana Sisson and Dr. Betsy Sisson
Dr. Diana Sisson and Dr. Betsy Sisson are international literacy consultants who have authored several books and articles on literacy. In addition to being certified reading consultants, they hold doctorates in Educational Leadership and Policy Studies and
have a combined experience of over 30 years. The sisters have worked abroad in developing reading programs for students in international settings, have consulted on federal research grants, have presented at national and international conferences, and have guest lectured at numerous universities. They also operate their own consulting service specializing in professional development and school improvement and teach at Central Connecticut State University.

Megan Smith
Megan received her Master's in Experimental Psychology at Washington University in St. Louis and her PhD in Cognitive Psychology from Purdue University. Megan's area of expertise is in human learning and memory, and applying the science of learning in educational contexts. Her research program focuses on retrieval-based learning strategies, and the way activities promoting retrieval can improve meaningful learning in the classroom. Megan addresses empirical questions such as: What retrieval practice formats promote student learning? What retrieval practice activities work well for different types of learners? And, why does retrieval increase learning?

Sarah Thomas
Sarah is a Regional Technology Coordinator in Prince George's County Public Schools. She is also a Google Certified Innovator and the founder of the #EduMatch movement, a project that empowers educators to make global connections across common areas of interest. Sarah is a doctoral candidate in Education at George Mason University.

Cassy Turner
Cassy is an acclaimed presenter and internationally recognized expert on the Singapore approach to teaching and learning mathematics. Since 2008, Cassy has introduced Singapore Math to thousands of teachers, administrators, and parents both across the US and worldwide. She is the co-author of a math training manual approved by the State of California and a frequent presenter at math educator conferences. The founder of Math Champions Professional Development, Cassy loves to work with schools and teachers to make every child in every classroom a competent and confident mathematics student.

Kate Walsh

Kate Walsh has served as the president of the National Council on Teacher Quality since 2003, leading work to ensure that every child has equal access to effective teachers. At NCTQ, Walsh has spearheaded efforts to instill greater transparency and higher standards among those institutions which exert influence and authority over teachers. Notably, she launched the first-ever review and rankings of the nation's teacher preparation programs. Previously Walsh worked at The Abell Foundation in Baltimore, the Baltimore City Public Schools, and the Core Knowledge Foundation. Among her accomplishments, she: started and ran a boarding school located in Kenya, East Africa, in order to educate at-risk boys from Baltimore; founded one of the nation's premier STEM programs, yielding numerous Intel Talent Search winners for Baltimore City; and, started the first alternative certification program for teachers in Maryland. A long-time resident of Baltimore, Walsh has also served on the Maryland State School Board.

Yana Weinstein

Yana received her PhD in Psychology from University College London and had 4 years' postdoctoral training at Washington University in St. Louis. The goal of her research is to help students make the most of their academic experience. Yana's research interests lie in improving the accuracy of memory performance and the judgments students make about their cognitive functions. Yana poses questions with direct applied relevance: How can we help students choose optimal study strategies? Why are test scores sometimes surprising to students? And how does retrieval practice help students learn? She blogs about learning science and its application to instruction at the Learning Scientists blog.

Glenn Whitman

Glenn Whitman (@gwhitmancttl) directs the Center for Transformative Teaching and Learning at St. Andrew's Episcopal School where he also serves as the Dean of Studies and teaches history.

Professor Dylan Wiliam

Dylan Wiliam is internationally noted for his pioneering work in assessment for learning, and was the co-author, with Paul Black of a major review of the research evidence on formative assessment ('Inside the Black Box') published in 1998. Dylan's work continues to be critical of the 'grading and sorting' role that assessment currently plays in UK schools and colleges, and the harm this can inflict on learner self-efficacy, opportunity and achievement.

Ze'ev Wurman

Ze'ev Wurman is a senior fellow with the American Principles Project. He participated in developing California's education standards and the state assessments in mathematics between 1995 and 2007 in various capacities. Between 2007 and 2009 he served as a senior policy adviser with the Office of Planning, Evaluation and Policy Development at the U.S. Department of Education in Washington, DC. In 2010 Wurman served on the California Academic Content Standards Commission that evaluated the suitability of the Common Core standards for California and was one of its two members who voted against their adoption for California.

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	Theatre	C149	C150	C151	C152	C153
9:45 – 10:00	**Welcome** Tom Bennett & Maria Tukeva					
Session One 10:10 – 10:50	**Keynote** Dylan Wiliam					
Session Two 11:00 – 11:40		**Poor Proxies for Learning** David Didau	**Perspective Far Outside the Classroom** Stephen Dykstra	**The Next LEAP Forward** Jason Kamras	**Researcher-Practitioner Partnerships** Ruth Nield	**Assessment Without Tests** Kristen Dicerbo
Session Three 11:50 – 12:30		**Extreme Equality** John Mighton	**The Hidden Value of Curriculum Reform** Ulrich Boser	**Literacy Coaching** Diana and Betsy Sisson	**Antipathy to Research-Based Evidence** Kate Walsh	**Running a room** Tom Bennett
Lunch						
Session Four 13:00 – 13:40		**Hip-Waders for the Bullsh-initiatives** Eric Kalenze	**A Student's Journey Through Learning** Yana Weinstein	**Common Core and its assessment** Ze-ev Wurman	**The Future Of Education Research?** Seth Andrew	
Session Five 13:45 – 14:25		**Teaching the Science of Learning** Megan Smith	**Why Knowledge Matters** Robert Pondisco	**The Evidence is in the Language** Holly Shapiro	**Journal Club** Beth Greville-Giddings	
Session Six 14:30 – 15:10		**The Most Ironically-Named Education Study** Robert Craigen	**Rethinking Teacher Development** Liesl Groberg & Richard Green	**Bridging Mathematics and Math Education** Bryan Penfound	**Developing evidence-based practitioners** Gary Jones	
Refreshments						
Session Seven 15:30 – 16:10		**Assessing worthy outcomes…** Giselle Martin-Kniep	**The Emerging Science of Teacher Expertise** Ben Riley	**The Singapore approach to teaching math** Cassy Turner	**With Literacy and Justice for All** Lisa Hansel	
Session Eight 16:15 – 16:55		**Urban Myths about Learning and Education** Pedro de Bruyckere	**Connecting the Dots** Sarah Thomas	**Special Education** Paul Bennett	**Use research to inform practice** Glenn Whitman & Ian Kelleher	
17:00 – 17:10	**Farewell** Tom Bennett & Eric Kalenze					