

Technical Reviewers 2016

Name	Organization	Bio	Section Reviewed	Ed Psych Review
Dr. Sara Abercrombie	Asst. Professor, NAU	<p>Dr. Abercrombie earned her Ph.D. in Educational Psychology from the University of New Mexico in 2011, and worked for three years as an Assistant Professor in the School of Educational Foundations, Leadership and Policy at Bowling Green State University in Ohio. Her research focuses on the relationship between situational interest and learning with a particular emphasis on learning from non-expository texts such as cases, stories, and other narrative forms of text.</p> <p>https://nau.edu/coe/about/new-faculty/staff-2014-2015/</p>		X
Dr. Elizabeth Pope	Asst. Professor, U of A	<p>Dr. Pope earned her Ph.D. in Educational Psychology from the University of Arizona in 2014, and has worked for the University of Arizona as an Assistant Professor of Practice of Educational Psychology at the U of A since 2014 and has taught the Child Development course since 2012. Her research focuses on the relationships between teachers and their perceptions of working with children who struggle.</p> <p>https://www.coe.arizona.edu/sites/coe/files/freiberg_cv_122015.pdf</p>		X
Dr. Jean Boreen	Professor, NAU	<p>Dr. Boreen earned her Ph.D. in English Education at the University of Iowa in 1995. She is currently an Associate Dean of The College of Arts & Letters as well as an Associate Professor of English Education at Northern Arizona University since 1995.</p> <p>http://jan.ucc.nau.edu/jmb5/#Vita</p>	ELA	
Dr. Miah Daughtery	Director, ELA, Achieve	<p>Dr. Daughtery has been the Director of English Language Arts/Literacy at Achieve since 2016. In this role, Miah leads the work of ensuring states maintain high college-and-career standards for ELA and assessment systems that align to those standards. Miah provides guidance to states reviewing and revising their state standards and assessments.</p> <p>A focused and passionate educator, Miah has more than ten years' experience at the classroom, district, and state levels. After graduating from the University of Michigan, Ann Arbor, Miah began her journey as a reading and English teacher in the Detroit Public Schools. From Detroit she moved to the Clark County School District (CCSD) in Las Vegas, NV, where she continued to teach and build an expertise in secondary ELA, standards, adult learning, curriculum development, and professional development by serving as a district secondary literacy project facilitator, serving all of the district's middle and high school ELA teachers. After a suite of rich and robust experiences as a district leader, Miah transitioned to the Tennessee Department of Education where she served as the K-12 Literacy Coordinator. In this capacity,</p>	ELA	

		<p>Miah's primary responsibilities included developing systems to ensure content accuracy and alignment for the literacy portion of the state assessment, TNReady. In 2016, Miah completed her doctoral studies at Vanderbilt's Peabody College, obtaining an Ed.D in Educational Administration and Public Policy. http://www.achieve.org/miah-daughtery-edd</p>		
<p>Dr. Sandra Stotsky</p>	<p>Professor Emerita, University of Arkansas</p>	<p>Dr. Stotsky is credited with developing one of the country's strongest sets of academic standards for K-12 students as well as the strongest academic standards and licensure tests for prospective teachers while serving as Senior Associate Commissioner in the Massachusetts Department of Education from 1999-2003. She is also known nationwide for her in-depth analyses of the problems in Common Core's English language arts standards. Her current research ranges from the deficiencies in teacher preparation programs and teacher licensure tests to the deficiencies in the K-12 reading curriculum and the question of gender bias in the curriculum. She is regularly invited to testify or submit testimony to state boards of education and state legislators on bills addressing licensure tests, licensure standards, and Common Core's standards (e.g., Utah, Indiana, Illinois, Wisconsin, South Carolina, and Texas). She currently serves on several committees for the International Dyslexia Association and on the advisory board for Pioneer Institute's Center for School Reform. She served on the National Validation Committee for the Common Core State Systemic Initiative (2009-2010), on the National Mathematics Advisory Panel (2006-2008), co-authoring its final report as well as two of its task group reports, on the Massachusetts Board of Elementary and Secondary Education (2006-2010), and on the Steering Committee in 2003-2004 for the framework for the National Assessment of Educational Progress reading assessments for 2009 onward. http://www.uaedreform.org/sandra-stotsky/</p>	<p>ELA</p>	
<p>Dr. Ted Coe</p>	<p>Director, Mathematics, Achieve</p>	<p>Dr. Coe joined Achieve in April 2014 as the Director of Mathematics. Ted is responsible for coordinating and supporting Achieve's work to develop and lead an organizational vision, agenda, and lines of work around mathematics. He provides the mathematics content expertise across all of Achieve's initiatives and he provides support to states on mathematics standards implementation and assessment support, including the development of tools and products for use by states and districts.</p> <p>Ted brings over 20 years of education experience to his role at Achieve. Prior to joining Achieve he was Assistant Dean for the College</p>	<p>Math</p>	

of Education at Grand Canyon University where he also served as an academic liaison for strategic educational alliances. He began his career as a high school mathematics teacher in the Tempe Union High School District and eventually transitioned to the college level. During his tenure as a community college professor he served as mathematics chair for two colleges in the Maricopa Community College District. An Arizona native, Ted earned his B.A.E., M.Ed., and Ph.D. degrees from Arizona State University, each with a focus on mathematics education. <http://www.achieve.org/ted-coe>

Dr. R. James Milgram

Professor Emeritus,
Stanford

Dr. Milgram is an emeritus professor of mathematics at Stanford University where he has taught since 1970. He was one of the initial appointees to the National Board for Education Sciences (the presidential board that oversees the Institute for Education Research at the U.S. Department of Education) and served on the board from its inception in 2001 through 2004. He was a member of the NASA Advisory Council from 2004 - 2009, and was the first mathematician to ever serve on the NAC. He was a member of the Achieve Mathematics Advisory Panel from 2000 to 2010, and was one of the members of the Common Grounds Project that included Deborah Ball, Joan Ferrini-Mundy, J. Kilpatrick, Richard Schaar, and Wilfried Schmid.

He was a member of the very selective Common Core Validation Committee, charged with overseeing the development of the Common Core Standards and verifying the research underlying each of the Standards. The final part of the charge was that the Validation Committee was expected to rewrite those parts of the document that did not match up or were missing key standards.

More recently he was one of the main out-of-state reviewers of the current Texas Mathematics Standards, and the new (post-Common Core) Indiana Mathematics Standards.

From 2002 to 2005, Prof. Milgram headed a project funded by the U.S. Department of Education that identified and described the key mathematics that K–8 teachers need to know. He also helped to direct a project partially funded by the Thomas B. Fordham Foundation that evaluated state mathematics assessments. He is one of the four main authors of the pre-Common Core California Mathematics Standards, as well as one of the two main authors of the 1998 California Mathematics Framework. He is also one of the main authors of the pre-Common Core Michigan and Georgia mathematics standards.

Math

		<p>He has lectured throughout the world on both his research in pure mathematics as well as the structure and importance of mathematics standards.</p> <p>Among other honors, he has held the Gauss Professorship at the University of Goettingen and the Regent's Professorship at the University of New Mexico. He has published over 100 research papers in mathematics and four books, as well as serving as an editor of many others. His main area of research is algebraic and geometric topology, and he currently works on questions in robotics, protein folding, and the geometry of the Sporadic Simple Groups. He received his undergraduate and master's degrees in mathematics from the University of Chicago, and his Ph.D. in mathematics from the University of Minnesota.</p> <p>https://www.reasoningmind.org/biography/r-james-milgram/</p>		
Dr. Marilyn Carlson	Professor, ASU	<p>Dr. Carlson is currently researching the teaching and learning of precalculus level mathematics. Her current funded project is developing and studying a model for supporting PhD students in mathematics and mathematics education to assume leadership roles in adapting undergraduate courses in mathematics. She is working to identify key variables that contribute to faculty acquiring knowledge of how students develop fundamental reasoning abilities and understandings. She is also studying the process by which teachers shift from teacher centered instruction to focus on students thinking; she is attempting to identify variables that contribute to teachers leveraging student thinking and formative knowledge of their students learning during instruction. Carlson is concurrently continuing to investigate curriculum interventions designed to support students in conceptualizing and representing covarying quantities. Dr. Carlson received her Ph.D. from the University of Kansas in 1995.</p> <p>https://math.asu.edu/people/marilyn-carlson</p>	Math	
Dr. Fabio Milner	Professor, ASU	<p>Dr. Milner is a Professor of Mathematical and Statistical Sciences at the College of Liberal Arts and Sciences at Arizona State University. His research interests include mathematical biology, mathematics education, numerical analysis, applied mathematics, partial differential equations and dynamical systems. Dr. Milner received his Ph.D. at the University of Chicago in 1983.</p> <p>https://math.la.asu.edu/~milner/vita.pdf</p>	Math	