



JOBS FOR THE FUTURE

STUDENT-CENTERED LEARNING RESEARCH COLLABORATIVE

ADVISOR BIOGRAPHIES

KRIS D. GUTIÉRREZ

Kris D. Gutiérrez is Professor of Language, Literacy and Culture. She was most recently a professor of Learning Sciences/Literacy and the Inaugural Provost's Chair, University of Colorado, Boulder and Professor Emerita of Social Research Methodology at GSE&IS at UCLA. Professor Gutiérrez is a national leader in education, with an emphasis in literacy, learning sciences, and interpretive and design-based approaches to inquiry. Gutiérrez is a member of the National Academy of Education and is the Past President of the American Educational Research Association and the National Conference on Research on Language and Literacy. Gutiérrez was appointed by President Obama and confirmed by the U.S. Senate as a member of the National Board for the Institute of Education Sciences where she served as Vice Chair. Her research examines learning in designed learning environments, with attention to students from non-dominant communities and English Learners. Gutierrez received the AERA Hispanic Research in Elementary, Secondary, or Postsecondary Education Award and the Inaugural Award for Innovations in Research on Diversity in Teacher Education, Division K (AERA). She served on the U.S. Department of Education Reading First Advisory Committee and a member of President Obama's Education Policy Transition Team.

ALISON HRAMIEC

Alison Hramiec has spent the last 15 years re-defining what school looks like for Boston's most at risk high school population. Her tenure at Boston Day and Evening Academy began in 2004 as one of the founding science teachers for the Day program. In 2008 after completing her principal training and being mentored by the BDEA leadership team she was hired as the Director of Curriculum and Instruction. Through her leadership, she has helped bring clarity to the school's competency-based program methodology, helping it become known nationwide. Alison is the lead designer of BDEA's summer institute, REAL (Responsive Education Alternative Lab), which provides educators from around the country the tools to transform student learning to 'student-centered' learning. As of July 1st 2015, she is BDEA's new Head of School.

PAUL K. LEATHER

Paul Leather was sworn in as Deputy Commissioner of Education on April 14, 2010. Mr. Leather's background and experience in Education, Counseling, and Administration in New Hampshire spans three decades. He is also serving as Director of the Division of Career Technology and Adult Learning for the New Hampshire Department of Education (NHDOE) and oversees the administration of Vocational Rehabilitation, Adult Education, Career and Technical Education, Tech-Prep, School Guidance and Counseling, Apprenticeship Programs, and Career Development efforts, including Workforce Investment Act coordination for the NHDOE. In addition, Mr. Leather is past president of the Council of State Administrators of Vocational Rehabilitation (CSAVR) and oversees statewide initiatives such as High School Redesign, Extended Learning Opportunities, and Drop Out Prevention.

JAL MEHTA

Jal Mehta is an associate professor in education at the Harvard Graduate School of Education. His primary research interest is in understanding what it would take to create high quality schooling at

scale, with a particular interest in the professionalization of teaching. He is the co-editor of the recently released *The Futures of School Reform* (Cambridge: Harvard Education Press, 2012), and the author of the forthcoming *The Allure of Order: High Hopes, Dashed Expectations and the Troubled Quest to Remake American Schooling* (New York: Oxford University Press, 2013). He is currently working on two projects: *The Chastened Dream*, a history of the effort to link social science with social policy to achieve social progress; and *In Search of Deeper Learning*, a contemporary study of schools, systems, and nations that are seeking to produce ambitious instruction. Jal received his Ph.D. in Sociology and Social Policy from Harvard University.

BETH MILLER

Beth M. Miller, Ph.D., joined EL Education in April 2015 as Managing Director of Research and Communications to lead our deepening focus on clarifying, measuring and communicating the impact of our work. Dr. Miller brings extensive experience in conducting and communicating meaningful research that strengthens organizations and their missions. Prior to joining EL Education, she served as the Director of Research and Evaluation at the Nellie Mae Education Foundation for six years, where she oversaw the Foundation's grant-making in the areas of K-12 education research and evaluation as well as creating and leading an Organizational Measurement system. Previously, as the President of Miller Midzik Research Associates and Research Director at the National Institute on Out-of-School Time at Wellesley College, Dr. Miller conducted local and national projects in education research, evaluation, dissemination, and policy analysis for a wide variety of clients, including state governments, foundations, and school districts. She has also held positions as an adjunct faculty member at Tufts University and Brandeis University.

JAMES PELLEGRINO

James W. Pellegrino is co-director of Learning Sciences Research Institute, Liberal Arts and Sciences Distinguished Professor, and Distinguished Professor of Education. His unique blend of expertise – which combines knowledge of cognitive science, psychometrics, educational technology, instructional practice and educational policy – has led to appointment as head of several National Academy of Science/National Research Council study committees. Pellegrino is an AERA fellow, a lifetime National Associate of the National Academy of Sciences, and a past member of the *Board on Testing and Assessment* of the National Research Council. In 2007, he was elected to lifetime membership in the National Academy of Education. Throughout his career, Pellegrino has supervised several large-scale research and development projects funded by agencies such as NSF, ONR, AFOSR, NIH and private foundations. He has authored or co-authored more than 270 books, chapters and journal articles in the areas of cognition, instruction and assessment, and he has made numerous invited presentations at local, state, national and international meetings and at universities throughout the world.

PAUL REVILLE

Paul Reville is the Francis Keppel Professor of Practice of Educational Policy and Administration at the Harvard Graduate School of Education. He is the founding director of HGSE's Education Redesign Lab. He recently completed nearly five years of service as the Secretary of Education for the Commonwealth of Massachusetts. As Governor Patrick's top education adviser, Reville established a new Executive Office of Education and had oversight of higher education, K-12, and early education in the nation's leading student achievement state. He served in the Governor's Cabinet and played a leading education reform role on matters ranging from the Achievement Gap Act of 2010 and Common Core State Standards to the Commonwealth's highly successful Race to the Top proposal. Prior to joining the Patrick Administration, Reville had chaired the Massachusetts State Board of Education, founded the Rennie Center for Education Research and Policy, co-founded the Massachusetts Business Alliance for Education

(MBAE), chaired the Massachusetts Reform Review Commission, chaired the Massachusetts Commission on Time and Learning, and served as executive director of the Pew Forum on Standards-Based Reform, a national think tank which convened the U.S.'s leading researchers, practitioners, and policymakers to set the national standards agenda. Reville played a central role in MBAE's development of and advocacy for Massachusetts historic Education Reform Act of 1993. Reville has been a member of the HGSE faculty since 1997 and has served as director of the Education Policy and Management Program. Reville's career, which combines research, policy, and practice, began with service as a VISTA volunteer/youth worker. He served as a teacher and principal of two urban, alternative high schools. He holds a BA from Colorado College, an MA from Stanford University and five honorary doctorate degrees. He is the father of four children.

JORGE RUIZ DE VELASCO

Jorge Ruiz de Velasco joined the Gardner Center as Associate Director in 2013. Jorge comes to Stanford from Berkeley Law, where he was Director of the Warren Institute's Program on Education Law and Policy. The focus of his work is on the study and promotion of change in public schools, the implications of education reform for disadvantaged students, education law and policy, and the effect of immigration on schools and communities. Prior to his appointment at the Warren Institute, he served as Director of the Institute for Research on Education Policy and Practice at Stanford, and has served terms as a Program Officer for Educational Opportunity and Scholarship at the Ford Foundation, and as a Senior Program Officer at both the James Irvine and William & Flora Hewlett Foundations. Jorge also served as a Senior Research Associate at The Urban Institute and as a lawyer and policy analyst for the U.S. Department of Education's Office for Civil Rights. He is a graduate of Harvard College (1984), and the Boalt Hall School of Law (1987). Subsequently, he earned an MA in Education Administration and Policy Analysis (1994) and a PhD in Political Science (1999), both from Stanford University.