

September 10, 2015

The Honorable Harold Rogers
Chairman, United States House of Representatives
Committee on Appropriations
H-305, The Capitol
Washington, DC 20515

The Honorable Nita Lowey
Ranking Member, United States House of
Representatives Committee on Appropriations
1016 Longworth House Office Building
Washington, DC 20515

The Honorable Tom Cole
Chairman, United State House of Representatives
Subcommittee on Labor, HHS, Education and Related
Agencies
2358B Rayburn House Office Building
Washington, DC 20515

The Honorable Rosa DeLauro
Ranking Member, United State House of
Representatives Subcommittee on Labor, HHS,
Education and Related Agencies
2358B Rayburn House Office Building
Washington, DC 20515

Dear Chairman Rogers, Ranking Member Lowey, Chairman Cole, and Ranking Member DeLauro,

We, the undersigned, are writing to convey our strong opposition to the significant funding decrease for the Institute of Education Sciences (IES) – specifically cuts to Research, Development and Dissemination, the National Center for Special Education Research (NCSER), and the Regional Education Laboratory (REL) program – included in the FY2016 Labor-HHS-Education appropriations bill recently passed by the House Appropriations Committee. The proposed cuts would eliminate tens of millions in funding – undermining critical academic and scientific research, and hampering the ability of our best researchers – at a time when more and more focus is being placed on generating evidence, accurately measuring outcomes and improving student achievement and college attainment. These cuts would have a devastating impact on the education research community and would negatively impact the production of knowledge for years to come. If these cuts are part of a final budget agreement, the biggest losers will be students across the country who would otherwise benefit from advances in research that enable them to succeed.

Scientifically valid research, and the evidence it provides, is the bedrock of policies and innovations that drive continuous improvement in student outcomes. Just in the past decade, research has guided major advances in teaching, learning, and behavior, ranging from the impact of new technology to better interventions for students with learning disabilities. As a result of the proposed cuts, critical research is at risk of being interrupted or abandoned, withholding valuable information from educators, policy-makers administrators and families who are working to improve schools. Without the foundation that research provides, we risk halting the progress that has been made on behalf of students, especially those facing significant barriers to learning.

The bill passed by the Committee would cut the Research, Development and Dissemination line item, the largest program under IES, by more than \$86 million in FY2016, nearly half of its total budget. At the same time, the bill would reduce funding for NCSER by \$18 million – a cut of nearly 35 percent from a budget that was already more than \$15 million below its FY2010 level – and would completely eliminate the REL program. Combined, these programs have a tremendous positive impact. In 2014, IES and NCSER awarded nearly 150 new grants – to research organizations and institutions in more than 25 states – to develop or expand proven methods of supporting teaching and learning. Also last year, RELs worked in partnership with educators and agencies to produce 50 peer-reviewed reports – disseminated to practitioners across the country – that provide useful guidance on topics ranging from college

enrollment to teacher absenteeism. Under the bill, the REL program would be eliminated, and the proposed funding levels for IES and NCSEER would halt the award of new research grants entirely, severely limiting the ability of researchers to study new policies and practices, and curtailing the design of more effective interventions.

As educators, administrators, and members of the academic and scientific research community, we find this unacceptable. We know, firsthand, the importance of valid, reliable research to improving outcomes for all students, and we understand the truly disastrous impact these cuts would have. We urge you to reflect the national importance we place on educational equity and opportunity for all young people, and restore funding for these essential programs. Thank you for your consideration.

Sincerely,

Learning and Education Academic Research Network (LEARN)
American Educational Research Association (AERA)
AdvanceED
American Anthropological Association
American Psychological Association
American Society for Engineering Education
American Sociological Association
American Speech-Language-Hearing Association
American Statistical Association
Association of American Universities (AAU)
Association of Mathematics Teacher Educators (AMTE)
Association of Public and Land-grant Universities (APLU)
Boise State University, College of Education
Boston University, School of Education
Carnegie Foundation for the Advancement of Teaching
Clowder Consulting
Columbia University Teachers College
Commission on Adult Basic Education (COABE)
Community Training and Assistance Center (CTAC)
Consortium of Social Science Associations
Council for Exceptional Children, Division for Research
Council for Exceptional Children, Division on Career Development and Transition
Council for Exceptional Children, Teacher Education Division
Council for Learning Disabilities
Council of Parent Attorneys and Advocates
Council on Undergraduate Research
Desert Springs Educational Consulting
Education Development Center
Education Northwest
Federation of Associations in Behavioral and Brain Sciences
Generation Next
Indiana University, W.W. Wright School of Education
Knowledge Alliance
Lane Education Service District
Linguistic Society of America

Literate Nation Alaska Coalition
M.A. Henry Consulting, LLC
Marzano Research
Michigan State University, College of Education
National Association of State Directors of Special Education
National Center for Learning Disabilities (NCLD)
National Center for Special Education in Charter Schools
National Council for Adult Learning
National Superintendents Roundtable
National Writing Project
New York University
New York University, Steinhardt School of Culture, Education and Human Development
North Carolina TASH
North Star of Texas Writing Project
Northwest Arkansas Writing Project
Ohio State University, College of Education and Human Ecology
Oregon Research Institute
Pemberton Research
Penn State University, College of Education
Purdue University, College of Education
Research Allies for Lifelong Learning
RMC Research
Society for Research in Child Development
Southeast Evaluation Association
Springfield Public Schools
Texas A&M University, College of Education and Human Development
The 21st Century Partnership for STEM Education
The Learning Partnership
The Waterford Institute
University of Central Florida, College of Education and Human Performance
University of Connecticut, Neag School of Education
University of Florida, College of Education
University of Illinois at Urbana-Champaign, College of Education
University of Kansas, School of Education
University of Maryland, College of Education
University of Missouri, Department of Special Education
University of North Carolina at Chapel Hill, School of Education
University of Oregon, Center on Teaching and Learning (CTL)
University of Oregon, College of Education
University of Southern California, Rossier School of Education
University of Virginia, Center for Advanced Study of Teaching and Learning
University of Washington, College of Education
University of Wisconsin – Madison, School of Education
Vanderbilt University, Peabody College of Education and Human Development
Virginia Commonwealth University, Department of Special Education & Disability Policy

Individual Signers

A. Lin Goodwin, Teachers College, Columbia University
Abraham Flanigan, University of Nebraska-Lincoln
Adaeze Nwaigwe, ICAN Academy
Adai Tefera, Virginia Commonwealth University
Adam Elder, Louisiana State University
Adam Kirn, University of Nevada, Reno
Adam Maltese, Indiana University
Adam Moore, University of Rhode Island
Adam Moylan, Rockman et al
Adelina Alegria, Occidental College
Adrian Huerta, UCLA
Aisha Lowe, William Jessup University
Alan Kibbe Gaynor, AERA/Boston University
Alan Lesgold, Dean, University of Pittsburgh School of Education
Alan Poling, Western Michigan University
Alana Newell, University of Houston
Alberto Esquinca, University of Texas at El Paso
Alecia M. Magnifico, University of New Hampshire
Alex Bowers, Teachers College, Columbia University
Alex Carstensen, AERA
Alexandra Da Fonte, Vanderbilt University
Alexandra Hollo, West Virginia University
Alexandra Lauterbach, University of Massachusetts Amherst
Alexandra List, Ball State University
Alexandra Torkelson Trout, University of Nebraska - Lincoln
Alexandria Vail, North Carolina State University
Alexis Harris, University of Virginia
Alexis McCary
Alexis Y. Williams, Teaching and Learning Transformation Center, UMCP
Alfredo Novoa, UCLA HDP
Alice Cook, University of Maryland
Alicia Brophy, UNCW
Alicia Okpareke, North Central College
Alisha Wackerle Hollman PhD, University of Minnesota
Alison Lee, Columbia University
Allen Harbaugh, Boston University
Allenda Zionch, Clark County School District
Allison Ames, James Madison University
Allison F. Jackson, University of Maine Farmington
Allison Lombardi, University of Connecticut
Allison Socol, UNC Chapel Hill
Allyson Flaster, University of Michigan
Almut Zieher, University of New Mexico
Amanda Barrett Cox, University of Pennsylvania
Amanda Bozack, University of New Haven
Amanda Franks, Texas A&M University
Amanda Gulla, Lehman College/CUNY
Amanda Janice, Institute for Higher Education Policy (IHEP)
Amanda Mason-Singh, University of Maryland, College Park
Amanda Sullivan, University of Minnesota
Amanda U. Potterton, Arizona State University
Amany Saleh, Arkansas State University
Amato Nocera, UW-Madison
Amber Fitzsimmons, UCSF
Amber Friesen, San Francisco State University
Amber McConnell, OU Zarrow Center
Amber Ray, Arizona State University
Amelia Wenk Gotwals, Michigan State University
Amy Crosson, University of Pittsburgh
Amy H. Gaesser, Purdue University
Amy Hightower, AFT
Amy Li, University of Washington
Amy Malkus, East Tennessee State University
Amy McGuffey, AERA
Amy Ogan, Carnegie Mellon University
Amy Orange, University of Houston Clear Lake
Amy Roberts, University of Virginia
Amy Shapiro, UMass Dartmouth
Amy Swan, AERA Member
Amy Topper, Arizona State University
Amy Trauth-Nare, University of Delaware
Amy Turcotte, KU
Andrea Capizzi, Vanderbilt University
Andrea D. Jasper, Central Michigan University
Andrea Stairs-Davenport, University of Southern Maine
Andrei Streke, Mathematica Policy Research
Andres Castro Samayoa, University of Pennsylvania

Andres Martinez, University of Michigan
Andres Olide, AERA
Andrew Hays, Western State
Andrew I. Hashey, SUNY College at Old Westbury
Andrew Markelz, Pennsylvania State University
Andy Frey, University of Louisville
Andy Garbacz, University of Oregon
Andy Smith, NCSU
Angela Dietsch, University of Nebraska-Lincoln
Angela Ebreo, University of Michigan
Angela Lee, UNCC
Anita Chikkatur, Carleton College
Ann J. Pace, AERA
Ann Kaiser, Vanderbilt University
Ann Kim, AERA
Ann Kruger, Georgia State University
Ann Lieberman, Stanford University
Anna Alarid, The New School
Anna Fetzer
Anna Markowitz, Georgetown University
Anna Tanguma
Annalee Good, University of Wisconsin-Madison
Anne Blackstock-Bernstein, UCLA
Anne Corinne Huggins-Manley, University of Florida
Anne Foegen, Iowa State University
Anne Seitsinger, AERA
Anne Thomas, University of Nebraska-Lincoln
Anne Walton Garrison, Shelby County Schools
Annie George-Puskar, The University of Connecticut
Annie J. Daniel, Louisiana State University, A&M
Annie McLaughlin, Annie McLaughlin Consulting
Annmarie Urso, SUNY Geneseo
Anthony Biglan, Oregon Research Institute
Anthony Gambino, University of Connecticut
Anthony Nitko, University of Pittsburgh
Anthony Perez, Old Dominion University
Anthony Perritano, University of Illinois at Chicago
April Fleming, Juniper Gardens Children's Project
April Herring, Immaculata University
Ariana Vasquez, The University of Texas at Austin
Arie van der Ploeg
Aron Weinberg, University of Texas at Austin

Arthur D. Anastopoulos, UNC Greensboro
Arturo Olivarez, The University of Texas at El Paso
Ashley Boyle, University of Connecticut
Ashley Chrzanowski, CU Boulder
Ashley Pierson, Education Researcher
Ashlyn King, Vanderbilt University
Audrey Trainor, NYU
Austin Johnson, University of California, Riverside
Ayana K. Campoli, Harvard University
Aydin Durgunoglu, UMD
Ayfer Eker, Indiana University
Barbara Adams, University of Alaska Fairbanks
Barbara Bickel, Southern Illinois University
Barbara L. Pazey, The University of Texas at Austin, Departments of Special Education & Educational Administration
Barbara Lieb, AERA
Barbara Ludlow, American Council on Rural Special Education
Barbara Ludlow, West Virginia University
Barbara Schirmer, Concenter Group
Barbara Smith, CEC
Barbara Thompson, Teacher Education Division of the Council for Exceptional Children
Barbara Woerner, Western State Colorado University
Barry Fass-Holmes, UC San Diego
Behzad Mansouri, University of Alabama
Belinda Gimbert, The Ohio State University
Belva Collikns, University of North Carolina at Charlotte
Ben Edmonds, Indiana University
Benjamin Domingue, Stanford University
Benjamin H. Dotger, Syracuse University
Benjamin Mason, University of Kansas
Benjamin Shear, Stanford University
Bernadine Roberts, Juniper Gardens Children's Project
Beth A. Harn, University of Oregon
Beth Ferri, Syracuse University
Beth Krisko, Forests Today & Forever
Beth Newberry Gurney, University of Louisville
Beth Phillips, Florida State University
Beth Stormshak, University of Oregon
Bethany Hamilton-Jones, UGA
Bethany Richmond, Arizona State University

Bethany Rittle-Johnson, Vanderbilt University
Beverly Barkon, Carlow University
Beverly D. Sweeney, UVA Center for Advanced Study of Teaching and Learning
Bill Nave, Maine State Teacher of the Year Association
Billie Gastic, Relay Graduate School of Education
Bindiya Hassaram, American School of Bombay
Blair Lloyd, Vanderbilt University
Blanca Rincon, University of Connecticut
Bobbi Snow, Community Public Charter School
Bona Kang, UC Berkeley
Brad Capener, School District
Bradley Conrad, Capital University
Bradley Ungurait, UNCG
Brandon Keenan, Bartow County School District
Breanna Sherrow, New Mexico State University/Council for Learning Disabilities
Breda O’Keeffe, University of Utah
Bree Jimenez, University of North Carolina at Greensboro
Brenda Schick, University of Colorado - Boulder
Brenna K. Wood, Lehigh University
Brett Campbell, University of Nevada, Las Vega
Brian Donovan, Stanford University Graduate School of Education
Brian Fennell, Curry College
Brian French, Washington State University
Brian Gearin, University of Oregon
Brian Holzman, Stanford University
Brian Horn, Illinois State University
Brian Husby, Aurora University
Brian J. Abrams, Queens College CUNY
Brian Junker, Carnegie Mellon University
Brian Mumma, College of Saint Benedict/Saint John’s University
Brian R. Flay, Boise State University
Brian Reichow, CEC – Division for Early Childhood
Brian Reichow, University of Florida
Brian Verdine, University of Delaware
Brianna Joseph, FAU
Bridget Dever, Lehigh University
Bridget Hamre, University of Virginia
Bridget Ratajczak, University of Georgia
Bridget Walker, Seattle University
Bridgid Finn, Educational Testing Service

Brittany Kerr, Center for Advanced Study of Teaching and Learning at UVA
Brook Sawyer, Lehigh University
Brooke Hanks, Western State Colorado University
Brooks Bowden, Teachers College, Columbia University
Bruce Eschler, Brigham Young University
Bryant Jensen, Brigham Young University
Bryce Hughes, Montana State University
Calli Lewis Chiu, California State University at Bakersfield
Callie Little, Florida State University
Camilla Benbow, Vanderbilt University, Peabody College of Education and Human Development
Camille Whitney, Stanford University Graduate School of Education
Camillus Ugwu, Morgan State University
Candace Mulcahy, Binghamton University
Candice Bocala, WestEd
Candyce Simpson, AERA
Cara Jackson, Urban Teacher Center
Carey Andrzejewski, Auburn University
Cari Herrmann Abell, AAAS Project 2061
Carl F. Kaestle, Brown University
Carl Young, NC State University
Carla Firetto, PSU
Carla Johnson, Purdue University
Carla Meyer, Duquesne University
Carol B. Brandt, Temple University
Carol Booth Olson, School of Education, UC Irvine
Carol D. Lee, Northwestern University
Carol Elk, Queens College/ Special Education Department
Carol M. Connor, Teacher and Researcher
Carol Rodgers, SUNY Albany
Carol Scheffner Hammer, Teachers College, Columbia University
Carol Vukelich, University of Delaware
Carol Willard, SUNY Oswego
Carole R. Beal, University of Florida
Caroline Forrest, Western State Colorado University
Caroline Hornburg, University of Notre Dame
Caroline Williams-Pierce, University at Albany, SUNY
Carolyn Heinrich, Vanderbilt University

Carrie Semmelroth, Boise State University
Carter Epstein, American Evaluation Association
Cassandra Guarino, University of California
Riverside
Cassie L. Barnhardt, University of Iowa
Catalina Tresky
Catherine A. Oleksiw, AERA
Catherine Bohn-Gettler, College of Saint
Benedict - Saint John's University
Catherine Chase, Teachers College, Columbia
University
Catherine Dornfeld, UW-Madison
Catherine Dunn Shiffman, Shenandoah
University
Cathy Newman Thomas, University of Missouri
Catia Cividini-Motta, USF
Celia Rouse, University at Albany, SUNY
Chad A. Rose, University of Missouri
Chad Gotch, Washington State University
Charles Greenwood, Juniper Gardens Children's
Project, University of Kansas
Charles M. Reigeluth, AERA
Charles MacArthur, University of Delaware
Charles R Greenwood, University of Kansas
Charles Vanover, University of South Florida
Charlotte Gnessin, AREA
Charmelle Smith
Charmon Murray
Chauncey Goff, University of Wisconsin –
Madison
Chelsey Bowman, Boston University
Chen Lin, NCSU
Chenoa Woods, Florida State University
Chenyi Zhang, Georgia State University
Chetanath Gautam, Stephen F. Austin State
University
Chiara Cannella, Fort Lewis College
Chin Reyes, Yale University
Chris Benedetti, Western State Colorado
University
Chris Dede, Harvard University
Chris Hulleman, University of Virginia
Chrissie Ankerberg, Purdue College of Education
Chrissie Coffey Nehrenberg, Western State
Colorado University
Christa Haverly, Michigan State University
Christen Sottolano, Stanford Graduate School of
Education

Christian Doabler, University of Oregon
Christian Wandeler, California State University,
Fresno
Christina Luke, Measurement Incorporated
Christina M. Curran, AERA
Christina Rivera, University of Arizona
Christine Anderson, WIU
Christine Ashby, Syracuse University
Christine B. McCormick, Dean, UMass Amherst
College of Education
Christine Christle, University of South Carolina
Christine DeGregory, George Mason University
Christine Muehe, The University of Kansas,
Juniper Gardens Children's Project
Christine Muldoon, Denver Public Schools
Christine Nelson, University of Arizona
Christine Sleeter, California State University
Monterey Bay
Christine Walther-Thomas, Virginia
Commonwealth University
Christopher Brown, University of Texas at
Austin
Christopher Fry, University of Illinois Chicago
Learning Sciences
Christopher Henderson, Stanford University
Christopher J. Lemons, Vanderbilt University
Christopher Martell, Boston University
Christopher Morphew, University of Iowa
Christopher Murray, Department Head, Special
Education, University of Oregon
Christopher Rivera, East Carolina University
Christopher Runyon, The University of Texas at
Austin
Christy Rodriguez
Cinda Clark, University of Florida
Cindy E. Hmelo-Silver, Indiana University
Cindy Haeffel, Muskego/Norway Schools
Cindy Steffen
Claire E. Hughes, College of Coastal Georgia
Claire Kunesh, University of California, Berkeley
Clara Hauth, Marymount University
Clarence Odom, University of Virginia
Clark McKown, Rush University Medical Center
Claude Goldenberg, Stanford University
Claudia G. Pineda, California State University,
Fullerton
Claudia Pagliaro, University of North Carolina at
Greensboro

Clayton Cook, University of Minnesota
Cleopatra Iliescu, Kennesaw University
Coddy Carter, American Educational Research Association
Colleen A. Wilkinson, CEC TED
Colleen F. Wood-Fields, West Virginia University
Assistant Professor
Colleen Reardon, Dominican University
Concepcion M. Valadez, UCLA
Constance Flahive, University of Rochester
Constance Flanagan, University of Wisconsin-Madison
Consuelo Juliette Morales, The University of Michigan
Corey Bartley, Ft. Zumwalt
Corey Palermo, Measurement Incorporated
Corey Pierce, University of Northern Colorado
Corey Savage, Michigan State University
Cori More, University of Nevada Las Vegas
Corinthia Price, Dowling College
Crystal Bishop, University of Florida
Crystalyn Schnorr, UNCW
Cyndi Caniglia, Washington State University
Cynthia C. Griffin, University of Florida
Cynthia Gordon da Cruz, Saint Mary's College of CA
Cynthia L. Uline, San Diego State University
Cynthia L. Wilson, Florida Atlantic University
Cynthia Pearl, University of Central Florida
Cynthia Pollard, Harvard University
Cynthia Tipper, CMU
Cynthia Vail, University of Georgia
Dafina-Lazarus Stewart, Bowling Green State University
Dale Farran, Vanderbilt University
Dale Walker, University of Kansas/Juniper Gardens Children's Project
Dan Farley, Education Consultant
Dan Rea, College of Education, Georgia Southern University
Dana Miller-Cotto, Temple University
Daniel Anderson, University of Oregon
Daniel Fasko, Bowling Green State University
Daniel Greene, Stanford University
Daniel Kelly, North Carolina State University
Daniel Koretz, Harvard University
Daniel Quinn
Daniel Schwartz, Stanford

Daniel Sewell, ChangeMakers Partners, LLC
Danielle Eadens, CEC
Danielle N Dupuis, University of Minnesota
Danielle Parisi, Amplify
Danielle Sodani
Danika Maddocks, The University of Texas at Austin
Dara Shifrer, Portland State University
Darlene Garcia Torres, University at Buffalo
Darlene Russ-Eft, Oregon State University
Dave Irvin
David Chard, Southern Methodist University
David Connor, Hunter College, CUNY
David DeMatthews, University of Texas at El Paso
David E. Houchins, Georgia State University
David Feldon, Utah State University
David Goodwin, Missouri State University
David Hand, Tulane University
David Hoppey, University of South Florida
David Houchins, Georgia State University
David K. Dickinson, Vanderbilt University
David Klahr, Carnegie Mellon University
David L. Bolton, West Chester University
David Lee, Penn State Univeristy
David Lindeman, University of Kansas
David Lojkovic, Fairfax County Public Schools
David Tandberg, FSU
David Yaghmourian, Institute for the Science of Teaching and Learning, Arizona State University
David Yens, Touro COM - Middletown, NYCOMEC
Dawn A. Rowe, University of Oregon
Dawn Berk, University of Delaware
Dawn Hamlin, SUNY Oneonta
Deanna Maynard, University of Missouri
Deanne Unruh, University of Oregon
Deb Cassidy, UNC Greensboro
Debbie Holzberg, University of North Carolina at Charlotte
Debbie Ramer, College of William & Mary
Deborah Bandalos, James Madison University
Deborah Bruns, Southern Illinois University Carbondale
Deborah Carter, Boise State University
Deborah Fields, Utah State University
Deborah Greenblatt, CUNY Graduate Center
Deborah Hatton, AERA

Deborah Healey, University of Oregon
Deborah Howard, University of Connecticut
Deborah Lowe Vandell, University of California,
Irvine
Deborah McCutchen, University of Washington
Deborah Speece, Virginia Commonwealth
University
Deborah Swatzell-Miller, ETSU
Deborah Ziegler, Council for Exceptional
Children
Debra Ellingen, School District of North Fond du
Lac
Debra J. Taylor, Superintendent, Rutland
Central Supervisory Union
Debra Puente, E.L. Achieve
Delinda van Garderen, University of Missouri
Denise Becnel, University of Illinois
Denise Davis, Case Western Reserve University
Denise Deutschlander, University of Virginia
Denise Krisko
Denise Mahfood, AERA
Denise Ross, Western Michigan University
Denise Whitford, Purdue University
Dennis P. Garland, Niagara University
Dennis Swender, Kansas City Kansas Community
College
Derrick Tillman-Kelly, The Ohio State University
Deryl Hatch, University of Nebraska-Lincoln
Devin Kearns, University of Connecticut
Diana Fenton, College of St. Benedicts
Diana Mercado, Stanford University
Diana Rogers-Adkinson, Southeast Missouri
State College of Education
Diana Sukhram, SUNY Oldwestbury
Diane August, AERA
Diane Bryant, University of Texas
Diane Fekete, PhD, Special Education
Consultant
Diane Goldenberg-Hart
Diane M. Browder, University of North Carolina
at Charlotte
Diane M. Granger, CEC
Diane Miller, University of Houston-Downtown
Diane Weaver, UNC
Dianne Chadwic
Diep Nguyen, University of South Florida
Donald Barringer, AERA/Michigan State
University

Donald Blumenfeld-Jones, Arizona State
University
Donald Kincaid, University of South Florida
Donald Mack Jr, KSU
Dong-In Kim, DRC
Donna Caccamise, AERA
Donna DeSimone, St. John Fisher College
Donna Gallo, Westminster Choir College
Donna L. Spencer Pitts, University of Florida
Donna L. Wiseman, University of Maryland
College Park
Donna Lehr, Boston University
Donna Ploessl, TED
Donna Sacco, George Mason University
Donnell Butler, Franklin & Marshall College
Doris B. Chin, Stanford Graduate School of
Education
Dorothea Anagnostopoulos, University of
Connecticut
Dorothy Espelage, University of Illinois
Douglas Clark, Vanderbilt University
Douglas Fuchs, Vanderbilt University
Douglas Mac Iver, Johns Hopkins University
Douglas Zook, AERA
Dr. Amy Lederberg, Georgia State University
Dr. Barb Gilbert, Center for Ed Policy Research
at Harvard University
Dr. Bruce McLaren, Carnegie Mellon University
Dr. Christopher Busey, Texas State University
Dr. Colby Kervick, University of Vermont
Dr. Deborah J. Norris, AERA
Dr. Debra McKeown
Dr. Deirdre C. Greer, Columbus State University
Dr. Donna Jurich, College of Education,
University of Arizona
Dr. Faith Miller, University of Minnesota
Dr. George R. Peterson-Karlan, Department of
Special Education, Illinois State University
Dr. Gina Grogan, Austin Peay State University
Dr. Irene Meier, CEC – Division for Research
Dr. Irene Meier, CEC-Division for Research
Dr. Judith Imoite, Howard University
Dr. K. Hanson, University of South Carolina
Aiken
Dr. Karen M. Reid, New Mexico State University
Alamogordo
Dr. Karen Terrell, UMass Dartmouth

Dr. Katherine McEldoon, Arizona State University

Dr. Kim Floyd, West Virginia University

Dr. Laurie A. Henry, University of Kentucky

Dr. Linda S. Behar-Horenstein, University of Florida

Dr. Lisa Fazio, Vanderbilt University

Dr. Maria McKenna, University of Notre Dame

Dr. Melva Grant, Old Dominion University

Dr. Miriam Lipsky, University of Miami

Dr. Pamela S. Morgan, ACRES

Dr. Patricia A. Marsh, Park University

Dr. Rick Dale, University of Maine at Farmington

Dr. Roberta Wiener, Pace University

Dr. Ryan Goodwin, University of Central Florida

Dr. Sarah Howorth, Mercyhurst University

Dr. Stephanie Al Otaiba, Southern Methodist University

Dr. Steven C. Russell, Governors State University

Dr. Surina Basho, Morrissey-Compton Educational Center

Dr. Tony Laing, New York University

Dr. Walter R. Thompson, Georgia State University

Dr. Wendy Paterson, Buffalo State College

Dr. Yvonne Gonzalez-Rodriguez, AREA & Rowan University

Drew Gitomer, Rutgers University

Duncan Osborn, Parent and voter

Dwight C. Manning, Teachers College, Columbia University

E. Brown, Northwestern University

Earl Aguilera, Arizona State University

Ebony Duncan, AERA

Ed Feil, Oregon Research Institute

Ed Guernsey, Juniper Gardens Children's Project

Edward Hubbard, University of Wisconsin-Madison

Edward J. Kame'enui, University of Oregon

Eileen Kintsch, Univ. of Colorado - ICS

Eileen Merritt, University of Virginia

Eileen Murray, Montclair State University

Eleanor Maddock, University of Connecticut

Eleazar Vasquez, University of central Florida

Elham Zargar, Arizona State University

Eli Tucker-Raymond, TERC

Eliane Stampfer Wiese, Carnegie Mellon University

Elin Meyers Hoffman, Appalachian State University

Elise Rubinstein, University of Virginia

Elizabeth Bell, University of Miami

Elizabeth Bondy, University of Florida

Elizabeth C. Reilly, Loyola Marymount Univ.

Elizabeth Cramer, CEC

Elizabeth Doone, USF

Elizabeth Finocchiaro, Saint Louis University

Elizabeth Gilliland, University of Hawaii Manoa

Elizabeth Hufnagel, University of Pittsburgh

Elizabeth Hughes, Duquesne University

Elizabeth Leisy Stosich, Stanford University

Elizabeth McEneaney, UMass-Amherst

Elizabeth Meadows, Roosevelt University

Elizabeth Skowron, University of Oregon PSI

Elizabeth Tighe, Florida State University

Elizabeth Tipton, Teachers College, Columbia University

Elizabeth Washington, University of Florida

Ellen Condliffe Lagemann, Bard College

Emily Dayle Quinn, Vanderbilt University

Emily Fyfe, University of Wisconsin-Madison

Emily Grossnickle, James Madison University

Emily Montana, Western State

Emily Penner, IES Postdoctoral Fellow/Stanford University

Emily Pressler, New York University

Emily Riggall, Georgia State University

Emma Brunskill, Carnegie Mellon University

Emma Sunnassee, UNCG

Endia Lindo, University of North Texas

Engin Bumbacher, Stanford University

Enrique Suarez, University of Colorado, Boulder

Eric A. Common, University of Kansas

Eric A. Houck, UNC-Chapel Hill

Eric Carstensen

Eric Freeman, Wichita State University

Eric Hedberg, Arizona State University

Eric Mitsch, Sierra Nevada College

Eric Moore, University of Tennessee

Eric Wiebe, NC State University

Erik Byker, University of North Carolina at Charlotte

Erik Greene, UGA

Erik Harpstead, Carnegie Mellon University

Erik Jacobson, Indiana University
Erin A. Chaparro, University of Oregon
Erin Anderson, UCEA
Erin Barton, Vanderbilt University
Erin E. Barton, Council for Exceptional Children
– Division for Early Childhood
Eryn Van Acker, University of Illinois at Chicago
Estefania Lema, University of A Coruña
Ethan Arenson, AERA
Eugene P. Sheehan, University of Northern
Colorado
Eun Jin, The University of Texas at Austin
Evelyn Johnson, Boise State University
F. Richard Olenchak, Purdue University
Fabienne Doucet, New York University
Fain Barker, Meredith College
Fariha Hayat Salman, Pennsylvania State
University
Farina King, Arizona State University
Federico R. Waitoller, University of Illinois at
Chicago
Felicia Darling, Stanford University
Florence R. Sullivan, University of
Massachusetts, Amherst
Floyd Hammack, AERA
Fouad Abd-El-Khalick, College of Education,
University of Illinois
Francena Turner, University of Illinois, Urbana-
Champaign
Frances Ihle, The College of Saint Rose
Frances Miller, Stanford Graduate School of
Education
Francesca Lopez, University of Arizona
Francie Murry, University of Northern Colorado
Francine Newsome Pfeiffer, Rutgers University
Frank Adamson, Stanford University
Frank C. Worrell, UC Berkeley
Fredda Brown, Queens College, City University
of NY
Fulton Nolen, Illinois ASCD
Gabriel Rodriguez, University of Massachusetts
Amherst
Gabriel T. Jessee, Virginia Commonwealth
University
Gabriela Guerrero, Juniper Gardens Children's
Project
Gail Fitzgerald, University of Missouri
Gail Madison

Gail Sunderman, University of Maryland
Gary A. Troia, Michigan State University
Gary Bingham, Georgia State University
Gaye R. Jenkins, Western State Colorado
University
Genine L. Blue, University of South Carolina
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Gerald Tindal, University of Oregon
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Gina Carlson
Ginette Delandshere, Indiana University
Ginevra Courtade, University of Louisville
Ginger Blalock
Gleides Lopes, NYU
Glenn Good, University of Florida
Gloria Collvin, Florida State University
Gloria Niles, Council for Exceptional Children
Division of Research
Gloria Yeomans-Maldonado, The Ohio State
University
Gordon S. Gibb, Council for Exceptional Children
Grace Chen, Stanford Graduate School of
Education
Gracie Beavers, Georgia State University
Greg Martinez, Boise State University
Gregory A. Fabiano, University at Buffalo SUNY
Gregory R. Hancock, University of Maryland
Gregory White, PhD Student
Gretchen Butera, Indiana University
Guan Saw, Michigan State University
Gustavo Fischman, Arizona State University
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Handrea Logis, University of Illinois
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Harper Keenan, Stanford University
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Harriett Bannister, University of Kansas
Harvey Rude, University of Northern Colorado
Heather Clayton, Stanford University
Heather Rowan-Kenyon, Boston College
Heather Van Uxem Lewis, AERA
Hedda Meadan, CEC – Division for Early
Childhood

Heidi Arrington, University of Hawai'i Manoa
Helen A. Page, Harvard University
Helen Patrick, Purdue University
Helene A. Harte, University of Cincinnati, Blue Ash College
Henry Braun, Boston College
Henry May, CRESPP
HH Yu, UCONN
Hilarie Nickerson, University of Colorado - Boulder
Hilda Borko, Stanford University
Hill Walker, COE, U of O
Holly Chelf, Wooster City Schools
Holly Lane, University of Florida
Holly Materman, Stanford Graduate School of Education
Holly Rice, Cameron University
Holmes Finch, Ball State University
Hsuying Chiou Ward, Council for Exceptional Children
Hugh Stoddard, AERA
HyeJin Tina Yeo, University of Illinois Urbana Champaign
Hyemin Han, Stanford University
HyeonJin Yoon, University of Oregon
Hyun Ki Shim, Florida state university
Ian Renga, Western State Colorado University
Ibrahim Duyar, University of Arkansas at Little Rock
Iheoma U. Iruka, University of Nebraska
Ilya Lyashevsky, Columbia Teachers College
Indrawati Liauw
Irina Cain, Virginia Commonwealth University
Irvin A. Ward
Isaac Li, Univ. of South Florida
Ivon Arroyo, Worcester Polytechnic Institute
Ivonne F. Reid, Retired teacher
J. Elizabeth Richey, Assistant professor/Miami University
J. Martin, CEC-Division of Research
J. Martin, CEC-TED
J. Matt Jameson, University of Utah
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Jacalyn Griffen, AERA
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Jack Conrath, Ohio State University
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Jack Leonard, University of Massachusetts Boston
Jackie Luft, Texas Tech University
Jacqueline D'Angelo, Texas Christian University
Jacqueline H. Singh, Qualitative Advantage, LLC
Jacqueline M. Caemmerer, University of Texas at Austin
Jacqueline Rodriguez, College of William & Mary- HECSE Member
Jacquelyn Ismail, Boise State University
Jacquelynn Malloy, AERA
Jade Jenkins, UC Irvine
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Jane Strong
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Janet Grochowski, College of Saint Benedict-Saint John' University
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Janine Buchholz, DIPF Frankfurt (Germany)
Jason Chen, College of William and Mary
Jason Holland
Jason K. Johnson, Rush University Medical Center
Jason Rinaldo, AERA, APA
Jason Travers, University of Kansas

Jay Buzhardt, Juniper Gardens Children's Project
Jay Plasman, UC-Santa Barbara
Jeanie Schiefelbusch
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Jeni Hart, University of Missouri
Jenna Marks, Teachers College, Columbia University
Jennier Pluretti, Ralph C. Wilson, Jr. School of Education at St. John Fisher College
Jennifer A. Holbrook, University of Central Florida
Jennifer Buchter
Jennifer Collett, CUNY, Lehman
Jennifer Dobbs-Oates, Purdue University, Dept. of Human Development & Family Studies
Jennifer Ganz, Texas A&M University
Jennifer Joan Long, University of California, Irvine
Jennifer King, SUNY Geneseo
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Jennifer L. Ruef, Stanford University Graduate School of Education
Jennifer Langer-Osuna, Stanford University
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Jennifer Martin, Mount Union

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Jennifer Olsen, Carnegie Mellon University
Jennifer Petrie
Jennifer Pluretti, AERA
Jennifer Quynn, AERA Division H
Jennifer R. Ledford, Vanderbilt University
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Jennifer Taylor
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Jeongmin Lee, Florida State University
Jeremy Lynch, Slippery Rock University
Jeremy W. Ford, Boise State University
Jerry C. Caston, AERA
Jesse R. Sparks, Educational Testing Service
Jessica Monahan, University of Connecticut
Jessica Morganfield, University of Denver
Master's Student
Jessica Saven, University of Oregon
Jessica Sidler Folsom, FSU
Jessica Steinbrenner, FPG Child Dev. Institute at UNC-Chapel Hill
Jessica Whittaker, University of Virginia
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Joshua Gutwill, Exploratorium

Joshua Littenberg-Tobias, Center for Collaborative Education
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Jui-Long Hung, Boise State University
Julia Berner, Student, K-6 Education, Martha Dickerson-Erikson College of Education at Austin Peay State University
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Kathleen Magiera, Fredonia
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Kathleen Richards, Amplify
Kathleen Stanfa, Kutztown University of PA
Kathryn Boyd, Colorado State University
Kathryn Dooley, UCONN

Kathryn Ellerbeck, Center for Child Health and Development, KU Medical Center
Kathryn Obenchain, Purdue University
Kathryn Saunders, University of Kansas
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Kent McIntosh, University of Oregon
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Kevin Johnson, Heritage College & Heritage Institute
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Kim W. Fisher, Arizona State University

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Kimberly Hale, East Tennessee State University
Kimberly Johnson-Harris, Minnesota State
University Mankato
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Local Schools
Kimberly Kappler Hewitt, University of North
Carolina Greensboro
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Kimberly LeChasseur, University of Connecticut
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Kimberly Rimbey, AERA
Kimberly Silbaugh, Western Colorado State
University
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Kirsten Sundell, Southern Regional Education
Board
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Lance Neeper, University of Maine at
Farmington
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Lara Pheatt, Teachers College, Columbia
University
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Madison
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Laura Fredrick, Georgia State University
Laura Frey, CEC – Division for Research
Laura Grandau, Lake Forest College
Laura Handler, UNCC
Laura Helferstay, University of Virginia
Laura Hsu, Merrimack College

Laura L.B. Border, Laurelle Communications
Laura Lee McIntyre, Department of Special
Education and Clinical Sciences, University of
Oregon
Laura Malkiewich, Teachers College, Columbia
University
Laura Rogers, Vanderbilt University Peabody
College
Laura Valdiviezo, University of Massachusetts-
Amherst
Laura Wasielewski, Saint Anselm College
Lauren Evanovich, University of Louisville
Lauren Faessler, Tompkins Seneca Tioga Board
of Cooperative Educational Services
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Lauren Leslie, AERA
Lauren Lindstrom, University of Oregon
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Technology
Lauren McArthur Harris, Arizona State
University
Laurice Joseph, The Ohio State University
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Leanna Stiefel, NYU
LeAnne Johnson, University of Minnesota
Leanne Kallemeyn, Loyola University Chicago
Lee Branum-Martin, Georgia State University
Lee Francis IV, Wordcraft Circle of Native
Writers and Storytellers
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Lee Kern, Lehigh University
Lee Sherry, University of North Carolina at
Charlotte
Lefki Kourea, Research Faculty/ University of
North Carolina at Charlotte
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Leigh Stoller, University of Utah
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Leonard Upson, Capstone Institute
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Leslie Laud, ThinkSRSD
Leslie Leve, University of Oregon
Leslie Pearlman, BASIS.ed
Leslie Rowland, Indiana University
Leslie S. Cook, Appalachian State University
Lessita Villa, Arizona State University
Li Cai, UCLA

Libbie Miller, Independent Statistical Consultant
Lilly C. Lew, University of California, Santa Barbara
Lily Fountain, University of Maryland
Lily L. Chow, Independent Education Researcher
Lin Ma, LENA Research Foundation
Linda Alsop, Utah State University
Linda Baker, U. of Maryland, Baltimore County
Linda Fitzgerald, U. of Northern Iowa
Linda Heitzman-Powell, Integrated Behavioral Technologies
Linda Mann, AERA
Linda Mason, University of North Carolina at Chapel Hill
Linda Oshita, University of Hawaii at Manoa
Linda Serra Hagedorn, Iowa State University
Linda Valli, University of Maryland
Lindsay Brown, Stanford University
Lindsay Redd, The University of Texas at Austin
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Lisa DeRosier, Boise State University
Lisa Duffin, Western Kentucky University
Lisa Finnegan, Florida Atlantic University
Lisa Hoyt, Educational Consultant
Lisa Monda-Amaya, University of Illinois
Lisa Oliner, College of Education University of Massachusetts
Lisa Rabin, George Mason University
Lisa Skultety, University of Illinois at Urbana-Champaign
Lise Fox, University of South Florida
Lois Pribble, University of Oregon
Lois Roets
Lora Cohen-Vogel, University of North Carolina at Chapel Hill
Lorena Munoz, Florida International University
Loretta A. Ragsdell, Dominican University
Loretta Mason-Williams, Binghamton University
Lori C. Bland, George Mason University
Lori Falcon, AERA
Lori Fulton, University of Hawaii at Manoa
Lori Garnes, North Dakota Center for Persons with Disabilities
Lori J. Faber, American Indian Center of Chicago
Lori Korinek, College of William and Mary
Lori L. Synhorst, UNL
Lori Lynass, Sound Supports

Lori Marks, East Tennessee State University & Council for Exceptional Children
Lori Rowan, Center for Persons with Disabilities, Utah State University
Lori Severino, Drexel University
Lori Y. Peterson, University of Northern Colorado
Lorraine Liriano, teacher
Louis Nadelson, Utah State University
Louis Roussos, AERA
Louis V. DiBello, Learning Sciences Research Institute, University of Illinois at Chicago
Luchara Wallace, Western Michigan University
Luciana Rodrigues, Georgia State University
Lucrecia Santibanez, Claremont Graduate University
Luke Conlin, Stanford University, Graduate School of Education
Luke Miller, University of Virginia
Lukretia Beasley, University of Arizona
Luz A. Maldonado, Texas State University
Lyelle Palmer, AERA
Lynda Ginsburg, Adult Numeracy Network/Rutgers University
Lyndal M. Bullock, CEC Teacher Education Division
Lyndsie M Schultz, Washington University in St. Louis
Lynn Ahlgrim-Delzell, University of North Carolina at Charlotte
Lynn Bryan, Purdue University
Lynn Fuchs, Vanderbilt University
Lynn Newman, SRI International
Lynn Singletary, Teaching Research Institute LLC
M. Cecil Smith, West Virginia University
M. Ed Binkley, AERA
Madeleine Israelson, College of Saint Benedict/St. John's University
Maeghan Hennessey, University of Oklahoma
Maeve Boland, American Geosciences Institute
Maggie Renken, Georgia State University
Malaika Baxa, University of Wisconsin
Malayna Bernstein, West Virginia University
Manali Sheth, Iowa State University
Mandy Lusk, Clayton State University
Mandy Rispoli, Purdue University
Manuelito Biag, Stanford University
Marcela Martinez, UC Irvine

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Marcia L. Rock, HECSE
Marcus Weaver-Hightower, Bureau of Educational Services and Applied Research, University of North Dakota
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Margaret (Maggie) Chase, Boise State University
Margaret Gillis, The University of North Carolina at Greensboro
Margaret King-Sears, George Mason University
Margaret Mulhern, Boise State University
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Margaret Sibley, Florida International University
Margaret T. McLane, The College of Saint Rose
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Maria Liu Wong, City Seminary of New York
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Mariana Enriquez, Evaluation Consultant
Marilyn Cochran-Smith, Boston College
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Mark Lipsey, Peabody Research Institute, Vanderbilt University
Mark Low, Avar Consulting, Inc.
Mark Martell, UIC

Mark R. Shinn, National Louis University
Marla J. Mitchell, National Alliance of Black School Educators
Marlaine Lockheed, World Bank 1818 Society
Marlene Strathe, Iowa State University
Marshall Jean, University of Chicago
Martha Carr, University of Georgia
Martha Martinez, Juniper Gardens Children's Project
Martha McCarthy, Presidential Professor, Loyola Marymount University
Martha O. DeBlieu, American Education Research Assn.
Martha W. Alibali, University of Wisconsin
Martin Simon, NYU
Martina Nieswandt, University of Massachusetts, Amherst
Mary Anne Prater, Brigham Young University
Mary Brabeck, New York University
Mary Brownell, Division for Research, CEC
Mary Brownell, University of Florida
Mary C. Scheeler, TED
Mary Estes, University of North Texas
Mary Gendernalik-Cooper, University of Mary Washington
Mary Hutchens, Vanderbilt University
Mary M. Fisher, TED
Mary McDonnell Harris, University of North Texas
Mary Roe, Utah State University
Mary Theresa Kiely, Queens College, City University of New York
Mary Wagner, SRI International
Maryam Hussain, University of Houston
MaryAnn Demchak, University of Nevada, Reno
MaryAnn Ronski, Georgia State University
MaryBeth Walpole, Rowan University
Maryssa Kucskar, UNLV
Mathew Camp, Teachers College, Columbia University
Matt Omasta, CCC, LLC
Matt Raimondi, School District U-46
Matthew Bernacki, University of Nevada, Las Vegas
Matthew Brock, Ohio State University
Matthew Easterday, Northwestern University
Matthew Gushta, Amplify
Matthew J. Hoolsema, University of Arizona

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 Matthew Kraft, Brown University
 Matthew Martinez, Brown University
 Matthew Ronfeldt, University of Michigan
 Maureen Conroy, University of Florida
 Maureen Kenny, Boston College Lynch School
 Mauriell Amechi, University of Minnesota
 McKay Sohlberg, University of Oregon
 Meagan Caridad Arrastia, Valdosta State University
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 Meg Escudé, Exploratorium
 Meg Kamman, University of Florida
 Megan Franke, UCLA
 Megan Tschannen-Moran, College of William & Mary
 Melanie Shoffner, Purdue University
 Melanie Sperling, University of California, Riverside
 Melia Repko-Erwin, CU Boulder
 Melinda Ault, University of Kentucky/HECSE
 Melinda Leko, University of Kansas
 Melinda Martin-Beltran, University of Maryland
 Melinda Mollette, Gwinnett County Public Schools
 Melisa Dick, Saint John's University
 Melissa Driver, Kennesaw State University
 Melissa Goodnight, UCLA
 Melissa Jones-Bromenshenkel, Teacher Education Division of CEC
 Melody Zoch, University of North Carolina at Greensboro
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 Meredith Mountford, Florida Atlantic University
 Merridy Knips, UB
 Mia Tuan, College of Education, University of Washington
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 Michael Dantley, Miami University
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 Michael Giamellaro, Oregon State University-Cascades
 Michael Hebert, University of Nebraska--Lincoln
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 Michael Kieffer, New York University
 Michael Little, UNC Chapel Hill
 Michael Lynch, Florida State University
 Michael Mekhael, NBEO
 Michael Pawlikowski, SUNY Geneseo
 Michael Ruef, California Polytechnic State University, San Luis Obispo
 Michael S. Rosenberg, State University of New York at New Paltz
 Michael Stinson, American Educational Research Association
 Michael Toland, University of Kentucky
 Michael Willoughby, RTI International
 Michaelene Ostrosky, University of Illinois at Urbana Champaign
 Michele Carney, Boise State University
 Michele L. Moohr, The Pennsylvania State University
 Michele Sonnenfeld, NAEP
 Michelle Dean, California State University, Channel Islands
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 Michelle La Monte, California Public Education System
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 Mildred Boveda, Florida International University
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 Min Wang, The University of Alabama
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 Mingcai Zhang, Michigan State University
 Minjung Ryu, Purdue University
 Minyi Dennis, Lehigh University
 Miriam Boesch, University of North Texas
 Miriam Ezzani, University of North Texas
 Misty-Dawn James, GCU Grad Student
 Mi-young Webb, Georgia State University
 Molly Collins, Vanderbilt University
 Molly Roth

Molly Weeks, Duke University
Momoko Hayakawa, University of Minnesota
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Monica Delano, University of Louisville
Monica Gigante, CUNY Queens College
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Monica Solarzano, University of California –
Santa Barbara
Monica Yudron, Harvard University/ University
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Morgen Alwell, University of Montana
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Nadja Lamaute, ERCSD
Nancy Brown, UNLV
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Nancy Ellis, Univ. of Vermont
Nancy Jordan, University of Delaware
Nancy Kendall, University of Wisconsin-Madison
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Nancy Nelson, University of Oregon
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School District
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Chicago
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University
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Nathaniel Hunsu, Washington State University
Navin Kumar Singh, University of San Francisco
NaYoung Hwang, University of California, Irvine
Neil Heffernan, Worcester Polytechnic Institute
Nelly Tournaki, College of Staten Island
Nianbo Dong, University of Missouri
Nicholas Colangelo, Dean, College of Education,
University of Iowa
Nichole MacVittie, George Mason University /
Council for Exceptional Children
Nick Fears, Tulane University
Nick L. Smith, Syracuse University

Nickola W. Nelson, Western Michigan
University
Nicole Beeman-Cadwallader, Project Lead The
Way
Nicole Casillas, University of Nevada, Reno
Nicole Fletcher, Temple University
Nicole Hallinen, Stanford University
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Nicole Russo-Ponsaran, Rush University Medical
Center
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Noah Asher Golden, Chapman University
Noboru Matsuda, Texas A&M University
Noni Mendoza-Reis, San Jose State University
Nora Timmerman, Northern Arizona University
Norma Ming, San Francisco Unified School
District
Nurliyana Bukhari, University of North Carolina
at Greensboro (UNCG)
Odis Johnson Jr, Washington University in St.
Louis
Oksana Naumenko, The University of North
Carolina at Greensboro
Olga Rodriguez, Public Policy Institute of
California
Oliver Wendt, Purdue University
Olivia C Marcucci, Washington University in St.
Louis
Olivia Stewart, ASU
Oscar J. Mayorga, University of California, Los
Angeles
P. Shawn Irvin, University of Oregon, Behavioral
Research and Teaching
P. Zitali Morales, University of Illinois at Chicago
P.S. Carroll, UCF College of Education and
Human Performance
Pam A. Sandoval, NAEP
Pam Evanshen, East Tennessee State University
Pam Griffin
Pamela D. Tucker, University of Virginia
Pamela F. Murphy, Ashford University
Pamela Jiranek, Center for Advanced Study of
Teaching and Learning, UVA
Pamela Kittel, University of Michigan/Reading &
Autism
Pamela Mims, East Tennessee State University

Pamela Peak, University Of North Texas - Denton, TX/Council for Learning Disabilities
Pamela Stecker, CLD
Panayota Youli Mantzicopoulos, Purdue University
Paola Sztajn, NCSU
Patricia B. Collette, University of California, Irvine
Patricia Barber, State University of New York at Geneseo
Patricia Graner, University of Kansas Center for Research on Learning
Patricia Mathes, Southern Methodist University
Patricia Perez, California State University, Fullerton
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Patricio Herbst, University of Michigan
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Patrick Lowenthal, Boise State University
Patrick Sims, Tulane University
Patti Whetstone, MH education
Paul Brandon, University of Hawaii at Manoa
Paul D. Naylor, PDN Consulting, LLC
Paul Gazzerro, Amplify Education
Paul Kuttner, University of Utah
Paul LaCava, Rhode Island College
Paul Morgan, Penn State
Paul Morphy, American Psychological Association
Paul Sindelar, University of Florida
Paul Thompson, University of Denver
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Paul Zachos, Director, Association for the Cooperative Advancement of Science and Education
Paula Fiet, University of Utah
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Peter Goff, University of Wisconsin-Madison
Peter Hendrickson, Western Washington University
Peter Johnston
Peter McPartlan, Doctoral Student/ University of California, Irvine
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Petya Stoyanova Johnson, Boise State University
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Philip Pavlik, University of Memphis
Philip Prinz, San Francisco State University
Preeya Pandya Mbekeani, Education Policy Graduate Student
Priscilla Goble, University of Virginia
Priscilla Wohlstetter, Teachers College, Columbia U
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Qi Shi, Loyola University Maryland
Qiu Wang, Syracuse University
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Raia Rosenbloom, University of Kansas
Raina Megert, University of Oregon
Randy Fletcher, Exarte Design
Randy Hitz, Graduate School of Education, Portland State University
Rashida Banerjee, University of Northern Colorado
Raymond Kirk Anderson, University of Wisconsin-Madison
Raymond P. Lorion, Towson University
Rebecca Callahan, University of Texas - Austin
Rebecca Cannara, UCLA
Rebecca Dixon, Learning Unlimited, LLC
Rebecca K. Shankland, Appalachian State University
Rebecca Lieberman-Betz, University of Georgia
Rebecca London, University of California Santa Cruz
Rebecca Louick, Boston College
Rebecca Maynard, University of Pennsylvania
Rebecca Mergens
Rebecca Norton
Rebecca Shankland, Appalachian State University

Rebecca Zumeta Edmonds
 Reece L. Peterson, University of Nebraska-Lincoln
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 Renae Skarin, Stanford University, Understanding Language Initiative
 René Espinoza Kissell, UC Berkeley
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 Robert Angel, Marshall University
 Robert D. Mathieu, Wisconsin Center for Education Research, University of Wisconsin - Madison
 Robert Floden, Michigan State University
 Robert L. Brennan, University of Iowa
 Robert Lake, Georgia Southern University
 Robert Marsh, Council for Learning Disabilities, Council for Exceptional Children
 Robert O'Neill, Dept. of Special Education, University of Utah
 Robert Pennington, University of Louisville
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 Robi Kronberg, Univ. of Northern CO
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 Robin D. Brewert, University of Northern Colorado
 Rodney Muth, U. of Colorado Denver
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 Roger D. Phillips, AERA, AEA, SRCD, NYAS, APS, EERS
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 Ronald S. Beebe, University of Houston-Downtown
 Rosalia Zarate, Stanford University
 Rose Iovannone, University of South Florida
 Rose Mason, Juniper Gardens Children's Project University of Kansas
 Rosemarie V. Woodruff, University of Hawaii
 Rosemary J. Perez, Iowa State University
 Rosemary Reshetar, College Board
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 Roslyn A. Mickelson, UNC Charlotte
 Ross Perkins, Boise State University
 Rossitta Fleming, Boise State University
 Rouholla Aghasaleh, Feminist Scholar-Activists
 Rouhollah Aghasaleh, The University of Georgia
 Roxanne Hudson, University of Washington
 Roy Echeverria, Public School
 Royel Johnson, Center for Higher Education
 Russell Gersten, Instructional Research Group
 Ruth Falco, Portland State University
 Ruth Sauder, Penn State University
 Ryan Carlson, Carnegie Learning, Inc.
 Ryan Kellems, Brigham Young University
 Ryan Kiley, University of Virginia
 Ryan Svoboda, Northwestern University
 Ryan Wells, UMass Amherst
 Saira Rab, AERA
 Sally Lineback, UT-Austin
 Salvador R. Vazquez, UCLA Graduate School of Education
 Sam Seifman, Queens College
 Samuel L. Odom, University of North Carolina at Chapel Hill
 Samuel Otten, University of Missouri
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 Sandra C. Williamson, Wilmington University
 Sandra Cintora, Juniper Gardens Children's Project
 Sandra Demi, Carnegie Mellon University
 Sandra K. Martindale, Florida State University
 Sandra Katz, University of Pittsburgh
 Sandra McCowry, New York University
 Sandra Pappas, Amplify
 Sandy Jean Hicks, University of Rhode Island
 Sangho Pang, Clemson University
 Santiago Gasca, AERA

Sara Anderson, Georgetown University
Sara B. Woolf, EdD, Queens College, CUNY
Sara C. Weigle, Georgia State University
Sara Dexter, University of Virginia
Sara Jozwik, Illinois State University
Sara Kajder, University of Georgia
Sara Kangas, Temple University
Sara Mackiewicz, Clemson University
Sara Rimm-Kaufman, University of Virginia
Sara Werner Juarez, CSU Fresno
Sarah Bohn, PPIC
Sarah Brasiel, Utah State University, Active Learning Lab
Sarah Costelloe, AERA
Sarah Crabtree
Sarah Cremer, WestEd
Sarah Hains, Chicago Teachers Union
Sarah Hawkins-Lear, Morehead State University
Sarah Hurwitz, IU
Sarah Ingebrand, Arizona State University
Sarah Jones, The College of Saint Rose
Sarah Kiefer, AERA
Sarah Krowka, Vanderbilt University
Sarah Kuhn, University of Massachusetts
Sarah McKellar, University of Michigan
Sarah Nagro, HECSE
Sarah Ovink, Virginia Polytechnic Institute & State University
Sarah Petersen, Juniper Gardens Children's Project
Sarah Polasky
Sarah Ryan, Education Development Center
Sarah Schimmel, TED
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Sharolyn Pollard Durodola, University of Nevada Las Vegas
Sharon Deal, Center for Advanced Study of Teaching and Learning
Sharon Dotger, Syracuse University
Sharon L. Leonard, Educational Consultant
Sharon Raimondi, University at Buffalo
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Shauna Morin, North Carolina State University
Shawn Datchuk, University of Iowa
Shawn Kent, University of Houston
Sheila Lachelt, AERA Member/Special Education Teacher/Doctoral Student
Sheila Raja, AERA
Sheila Schultz, HumRRO
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Shobana Musti, Pace University
Shouping Hu, Florida State University
Shree Subramanian, Northeastern University
Shu-Fei Tsai, University of Kansas
Shufeng Ma, University of Illinois at Urbana-Champaign
Sofia Chaparro, University of Pennsylvania
Sonia Cabell, Center for Advanced Study of Teaching and Learning, University of Virginia
Sonja Lanehart, AERA
Stacey Farber, AERA
Stacy Dymond, University of Illinois
Stephanie Dodman, George Mason University

Stephanie Hall, University of Maryland College Park

Stephanie Hirsh, Learning Forward

Stephanie Kotch-Jester, University of Delaware

Stephanie M. Zywicki, Purdue University

Stephanie Morano, Penn State

Stephanie Siler, Carnegie Mellon University

Stephen B. Cannon, CEC

Stephen F. Hamilton, High Tech High Graduate School of Education

Stephen G. Sireci, University of Massachusetts Amherst

Stephen H. Davidoff, AERA – Division H

Stephen J. Aguilar, University of Michigan

Stephen Kilgus, University of Missouri

Stephen Kotok, University of Texas at El Paso

Stephen Kroeger, University of Cincinnati

Stephen Kuusisto, Syracuse University

Stephenie Blakemore, Kapa`a Elementary School/CEC member

Steve Ferrara, Pearson Research and Innovation Network

Steve Thoma, University of Alabama

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Steven Amendum, University of Delaware

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Steven Evans, Ohio University

Steven R. Williams, Brigham Young University

Steven Ritter, Carnegie Learning

Stnaley Lo, University of California, San Diego

Sujeeta Bhatt, National Academies of Science, Engineering, and Medicine

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Susan D. Martin, Boise State University

Susan Flynn

Susan Gregson, University of Cincinnati

Susan Keeseey, Western Kentucky University

Susan Lamprecht, CEC

Susan Neuman, New York University

Susan Ward, SummerHill Homes

Susan York, University of Hawaii

Suzan Raney, Boise State University

Suzanne Kaplan, University of Arizona

Suzanne M. Wilson, University of Connecticut

Suzanne Smith, Special Education Teacher

Svjetlana Curcic, University of Mississippi

Tabitha Grier-Reed, University of Minnesota

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Takako Nomi, Saint Louis University

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Taylor Carmer

Temple A. Walkowiak, North Carolina State University

Teomara Rutherford, North Carolina State University

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Teresa Duncan, REL Mid-Atlantic at ICF International

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Tevni Grajales, Andrews University

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 Language-SCALE
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 Toby Park, Florida State University
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 Todd Kenreich, Towson University
 Todd Sundeen, Council for Exceptional Children
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 Arizona State University
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 Vinoadharen Nair Das, University of Illinois at
 Chicago
 Vinon A. Weech, Liberty University
 Virginia Canavan, Oregon Research Institute
 Virginia Kennedy, CA State University
 Northridge
 Virginia Luka, Portland State University
 Virginia Navarro, University of MO St. Louis
 Virginia Snodgrass Rangel, University of
 Houston
 Vivian I. Correa, Teacher Education Division of
 the Council for Exceptional Children
 Wayne Wright, Purdue University
 Wendi Kappers, ERAU
 Wendy Cavendish, University of Miami
 Wendy Emo, University of Minnesota, Morris
 Wendy Fuchs, TED
 Wendy Gladstone-Brown, Marist College
 Wendy Johnson, Michigan State University
 Wendy Machalicek, University of Oregon
 Wendy Machalicek, University of Oregon
 Wendy Marencik, Council for Exceptional
 Children Teacher Education Division
 Wendy Rodgers, University of Virginia
 Wil Greer, California State University, San
 Bernardino
 William Bryan, The University of Arizona
 William Edward Roberts, NYCCT
 William Firestone, Rutgers Graduate School of
 William H. Koehler, Sid W. Richardson
 Foundation
 William Heller, USFSP College of Education
 William Johnston, Harvard University
 William Mangino, Hofstra University
 William P Wachowiak, C.O.O.R. Intermediate
 School District
 William Sandoval, UCLA
 Xiaopeng Gong, Western Oregon University
 Xinya Liang, University of Arkansas
 Xiufang Chen, AERA
 Xuechun Zhou, Pearson
 Yaheng Lu, Purdue University
 Ya-yu Lo, University of North Carolina at
 Charlotte
 Ye Wang, Amplify

Yilmaz Kara, California State University, Long
Beach
Yolanda Tapia, Juniper Gardens Children's
Project
Younghoon Ham, University of Minnesota
Young-Suk Kim, Florida State University
Youngwon Kim, AERA

Yu-Hui Ching, Boise State University
Yuliya Ardasheva, Washington State University
Zahra Karimi, LEARN/AERA
Zane Wubbena, Texas State University
Zhen Chai, New Mexico State University
Zoe Corwin, University of Southern California