

2025 NAEP Reading Framework Update Visioning Panel List

Asterisk indicates also a member of the Development Panel



David

Dr. P. David Pearson*
Emeritus Faculty Member; Visioning and Development Panel Chair
University of California, Berkeley

P. David Pearson is the Evelyn Lois Corey Emeritus Chair in Instructional Science within the Graduate School of Education at the University of California, Berkeley, where he served as Dean from 2001-2010. His current research focuses on literacy history and policy, including assessment work on statewide assessment in Minnesota and Illinois, the New Standards movement in the 1990s, Smarter Balanced in 2010-2015, and NAEP (continuously since 1973).

Prior to coming to Berkeley in 2001, he served as the John A. Hannah Distinguished Professor of Education in the College of Education at Michigan State and as Co-Director of the Center for the Improvement of Early Reading Achievement. Even earlier, he was Dean of the College of Education, Co-Director of the Center for the Study of Reading, and Professor of Curriculum and Instruction at the University of Illinois. His initial professorial appointment was at the University of Minnesota in Minneapolis from 1969-1978.

He has been active in a range of leadership roles in professional organizations, most notably the International Literacy Association, the National Council of Teachers of English, the American Educational Research Association, the Literacy Research Association, and the National Academy of Education.

He has written and co-edited several books about research and practice, most notably the Handbook of Reading Research. He has served on the boards of many educational research journals. His 300+ books, articles and chapters, written with over 200 co-authors, appear in a range of outlets for a wide range of audiences—teachers, scholars, and policy makers.

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Peter

Dr. Peter Afflerbach*
Professor of Education
University of Maryland

Dr. Peter Afflerbach is Professor of Education at the University of Maryland. Dr. Afflerbach's research interests focus on individual differences in reading, the differences and similarities of reading comprehension strategies for print and digital reading, reading assessment, and the verbal reporting methodology. Dr. Afflerbach has served on the National Academy of Education and National Academy of Science committees related to literacy, and the migration of large-scale tests from traditional to digital formats. He is currently concluding a synthesis of the reading comprehension instruction research conducted under the Reading for Understanding funding initiative. Dr. Afflerbach is Chair of the Literacy Assessment Task Force of the International Literacy Association. He was elected to the International Literacy Association's Reading Hall of Fame in 2009. Dr. Afflerbach is the editor of the Handbook of Individual Differences in Reading: Reader, Text, and Context (2016), and co-editor of the Handbook of Reading Research, 4th Edition (2010) and 5th Edition (in press). He has published in numerous theoretical and practical journals, including Reading Research Quarterly, Cognition and Instruction, Elementary School Journal, Journal of Adolescent and Adult Literacy, Language Arts, Theory into Practice, and The Reading Teacher.



Carolyn

Ms. Carolyn Aguirre
Middle School Science Teacher and Department Head
New Haven Unified School District

I moved to the Bay Area in 1993 to teach and attend Cal State Hayward, where I earned my teaching credential and my master's degree in Curriculum Development. I have been teaching in the New Haven Unified School District since 2000, first at Barnard White Middle School, and then at Cesar Chavez Middle School. Before that, I worked in several other school districts in the San Francisco Bay Area. In my 26 years teaching in California, I have taught all three grade levels of middle school science, as well as 8th grade Math and Algebra. Before moving to the Bay Area, I was a Peace Corps volunteer, serving as a high school Science and Math teacher in the Kingdom of Swaziland in Southern Africa. I entered the Peace Corps in 1989 after graduating with a degree in Biology and Spanish from Occidental College in Los Angeles.

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Sarah

Ms. Sarah Aguirre*
English Language Arts Teacher
Hobby Middle School, Northside ISD

Sarah is an ELA teacher at Northside ISD in San Antonio, TX. Previously, Sarah was a Field Education Specialist at the University of Texas at San Antonio. There, she conducted research and curriculum writing on several grants. Additionally, she was a reading specialist and literacy coach at a high-needs elementary campus through a grant-funded project. Her experience as an educational coordinator for the UTSA and USAID Read Malawi project in Africa inspired her love for international students. Sarah was the team leader of the Newcomer program at Colonies North Elementary in Northside ISD for 5 years where she taught children with refugee status, many of whom had interrupted or no formal education. She is on the board of Refugee Services at Catholic Charities of San Antonio, a 2016 finalist for the HEB Excellence in Education Award, 2017 Region 20 ESL teacher of the year, and has published an article for *The Reading Teacher*.



Minnie

Mrs. Minerva Anaya-St John
Lieutenant Colonel (Ret)
United States Airforce

Minerva Anaya-St John was born in Pharr Texas, Oct 17, 1955. During her early years she joined her family working in the fields as a migrant worker. She graduated St. Edwards University in 1977 with Criminal Justice and History degrees. She then joined the Air Force as a second lieutenant. While in the Air Force she commanded/flew AWACS missions in Asia, the Middle East and South America. She also served on the Vice Presidents' Task Force on Drugs, was the first woman to serve in the Pentagon as the executive officer for the Director of Operation for the Air Force and was the Chief of Air Operations at US Central Command. After she left the Air Force, she founded a development and construction company whose projects ranged from first-time home buyer residential to multi-family and commercial construction. Minerva remains in the construction and real estate business to this day.



Nancy

Ms. Nancy Brynelson*
Co-Director, Retired
Center for the Advancement of Reading and Writing, California State University, Chancellor's Office

Nancy Brynelson recently retired as the co-director of the CSU Center for the Advancement of Reading and Writing. Before arriving at the CSU, she served as a bilingual teacher, elementary school principal, school district administrator, and language arts consultant for the California Department of Education. Currently, she oversees the CSU's Expository Reading and Writing Curriculum and several related federal grants. She also co-wrote the 2015 English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. A 2010 inductee into the California Reading Association (CRA) Reading Hall of Fame, she is also the recipient of the CRA 2014 Marcus Foster Memorial Award and the California Association of Teachers of English 2017 Award of Merit.

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Jinghong

Dr. Jinghong Cai
Research analyst
National School Boards Association, Center for Public Education

Jinghong Cai, Ph.D. in Curriculum and Instruction. Cai is the research analyst for the Center for Public Education, National School Boards Association. She is a quantitative researcher, and her research focuses on math in early childhood education and policy issues related to students' academic achievement.



Gina

Dr. Gina Cervetti*
Associate Professor
University of Michigan

Gina Cervetti specializes in literacy development and instruction. Her work involves three central concerns: the potential benefits of content-area learning for literacy development, the role of world knowledge in literacy development, and the nature of vocabulary/language instruction that supports reading comprehension. She has been particularly interested in science as a context for elementary students' reading, writing, and language development. She has examined how the collaborative, experiential, and knowledge-enhancing qualities of inquiry-based science instruction can fuel students' engagement and growth in literacy. She has served as a principal investigator on several grants investigating integrated science-literacy instruction with a focus on how science might serve as an especially rich pedagogical context for emerging bilingual students. Cervetti is currently investigating how knowledge-enriching reading and instruction might support students' acquisition of vocabulary knowledge and their ability to engage in complex forms of reasoning within and across texts. She is also involved in investigations of the language demands of school texts and ways to support students' acquisition of word knowledge and conceptual knowledge in support of comprehension. Following her doctoral work in educational psychology at Michigan State University, Cervetti worked for several years as a postdoctoral scholar and researcher at the University of California, Berkeley, on the Seeds of Science/Roots of Reading program. Cervetti joined the University of Michigan in 2011, following three years as an assistant professor at the University of Colorado, Boulder.

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Byeong-Young

Dr. Byeong-Young Cho*
Associate Professor
University of Pittsburgh

I am an associate professor of literacy education in the Department of Instruction and Learning at the University of Pittsburgh's School of Education and a research scientist at Pitt's Learning Research and Development Center. My research focuses on understanding cognitive, metacognitive, and epistemic dimensions of student reading and learning in a complex task environment. My recent work examines classroom practices that support student learning and engagement through accessing, processing, and using multiple texts in disciplinary and digital literacies instruction. I have been co-leading various research projects, such as those that investigate middle school learners' historical reading through multisource text inquiries, evidence-centered assessment of digital reading skills, and metacognitively oriented digital literacy intervention for high school learners. I have published my work in scholarly journals such as *Cognition and Instruction*, *Reading Research Quarterly*, and *American Educational Research Journal*, to name a few. I have presented my work regularly at the national and international conferences of leading professional organizations, including the American Educational Research Association and the Literacy Research Association.



Julie

Dr. Julie Coiro*
Associate Professor
University of Rhode Island

Julie Coiro is associate professor in the School of Education at the University of Rhode Island, in the United States, where she teaches courses in reading and digital literacy and co-directs the Ph.D. in Education program and the Graduate Certificate in Digital Literacy. Julie conducts research and speaks nationally and internationally about digital literacies, online reading comprehension strategy instruction, collaborative knowledge building during inquiry, and effective practices for technology integration and professional development. Julie has served as Co-PI on a USDE federally funded research project to develop a series of valid and reliable assessments of online reading comprehension, and a project funded by NAEP-SAIL with colleagues in the US and Finland to explore how students work together to conduct online inquiry and build consensus across multiple online sources. Her work appears in journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Educational Leadership*, and *The Journal of Education*. She also co-edited the *Handbook of Research on New Literacies* (2008) and co-authored *Teaching with the Internet K-12* (2004). Julie's newest co-authored book is titled *From Curiosity to Deep Learning: Personal Digital Inquiry in Grades K-5* with Stenhouse (2019).

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Carol

Dr. Carol Connor* (In Memoriam)
Chancellor's Professor in Education
University of California, Irvine

Carol McDonald Connor, Ph.D., CCC-SLP, is a Chancellor's Professor in Education at University of California, Irvine. Her research investigates individual child differences and the links between children's language and literacy development with the goal of illuminating reasons for the perplexing difficulties children who are atypical and diverse learners, including children with dyslexia, have developing basic and advanced literacy skills. Most recently, her research interests have focused on how to individualize (personalize) students' learning opportunities in the classroom –using technology– from preschool through fifth grade and developing and evaluating new technologies to improve teacher efficacy and students' literacy, math, and science outcomes. Awarded the PECASE in 2008, she is also a fellow of AERA and APA. Currently, she is the principal investigator for studies funded by the US Department of Education, Institute for Education Sciences and the National Institute for Child Health and Human Development, including the Early Learning Research Network and the FCRR Learning Disabilities Research Center. She is also past Editor of the Journal for Research in Educational Effectiveness and past Associate Editor for Child Development and currently an Associate Editor for AERA Open.



Elena

Dr. Elena Forzani*
Assistant Professor in Literacy Education
Wheelock College of Education & Human Development

Elena Forzani is an Assistant Professor in Literacy Education at the Wheelock College of Education & Human Development, Boston University, where she teaches undergraduate and graduate courses in literacy assessment and instruction. Her research focuses on understanding how students across the elementary and secondary grades comprehend and use online information, with special attention to the evaluation of online, disciplinary texts. Prior to joining Wheelock, Dr. Forzani was the Assistant Research Director for PIRLS, an international reading assessment housed at Boston College. She was also a fellow at the New Literacies Research Lab at the University of Connecticut, where she worked on the ORCA (Online Research and Comprehension Assessment) Project. Dr. Forzani previously taught high school English and Reading in New Haven, Connecticut, as well as first grade in Louisiana. She earned her Ph.D. in Educational Psychology from the University of Connecticut.

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Josephine

Ms. Josephine Franklin
Associate Director
National Association of Secondary School Principals

Josephine Franklin is the Associate Director for Professional Learning at the National Association of Secondary School Principals. As such, she manages principal recognition programs that acknowledge middle level and high school principals and assistant principals from across the country for their leadership and making a positive, significant difference in schools and communities. Also, she manages a communications grant to disseminate information around The Wallace Foundation principal pipeline initiative; and manages NASSP professional learning workshops and the development of Leading Success, an online toolkit. Prior to working at NASSP, she served in a variety of positions with Educational Research Service including management of information services and resource development. Ms. Franklin began her career teaching in the Orange City School District in New Jersey. She has earned a B.A. from Newark State College, M.A. from Kean University in Early Childhood Education and M. Ed from American University in Educational Administration.



John

Dr. John Guthrie*
Jean Mullin Professor
University of Maryland

John Guthrie, Ph.D., is the Jean Mullan Professor of Literacy Emeritus in Department of Human Development and Quantitative Methodology at the University of Maryland at College Park. He received his Ph.D. in Educational Psychology from the University of Illinois in 1968. After being a faculty member at The Johns Hopkins University, he became Research Director at the International Reading Association from 1974-1984. At the University of Maryland, from 1992 to 1997, he was co-director of the National Reading Research Center, funded by the U.S. Department of Education. From 2007-2012, he was Principal Investigator of a 5-year grant from the National Institute of Child Health and Human Development (NICHD) to investigate adolescent reading, focusing on Grade 7 students in a district-wide study. Dr. Guthrie has contributed to such volumes as Handbook of Reading Research (2000), Comprehension Instruction: Research Based Best Practices (2002), What Research Has to Say About Reading Instruction (2002) and Reading Comprehension: The RAND Report for Education (2003). He is a frequent contributor to the peer-reviewed journals of Reading Research Quarterly and the Journal of Educational Psychology and serves on the editorial board for them. Dr. Guthrie is the recipient of the Oscar Causey Award for Outstanding Reading Research and is a member of the International Reading Association Hall of Fame. In 2004, he received the University of Maryland Regent's Faculty Award for research/scholarship/creative activity. In 2011, he was elected to the National Academy of Education addresses research to national policy. In 2012, he was appointed to the Literacy Research Panel of the International Reading Association that investigates literacy policy. In 2017, he was awarded the William S. Gray Citation of Merit. Awarded for Outstanding Lifetime Contributions to Literacy by the International Literacy Association.

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Bonnie

Dr. Bonnie Hain*
Chief of Academics and Districts Services
CenterPoint Education Solutions

As the Chief of Academics and District Services, Dr. Bonnie Hain oversees design and development of CenterPoint’s product and services to ensure they are of the highest quality and meet the needs of educators. She also works directly with districts and schools across the country to deliver high-quality professional learning on standards implementation, instruction, and assessment literacy. Bonnie has over 25 years of experience in the field of education as a teacher, administrator, researcher, and a Reading and Language Arts assessment developer. She has led assessment design and development projects for districts across the United States, for the Maryland State Department of Education, and for the Partnership for Assessment of College and Careers (PARCC). Bonnie earned her bachelor’s degree in Spanish/English education from The State University of New York at Albany, a master’s degree from Virginia Tech, and her Ph.D. in English from Stony Brook University. A mother of three grown children and a grandmother of two, Bonnie resides currently with her family near Baltimore, Maryland.



Robin

Dr. Robin Hall
ELA and Literacy Director
Council of the Great City Schools

Dr. Robin Hall is the Director of Language Arts and Literacy for the Council of the Great City Schools. As a member of the Council’s academic department, she supports the work of urban educators to improve student achievement for all students by sharing high-leverage information through publications, videos, and webinars, joining strategic support team site visits, and participating in job-alike conferences to facilitate networking and collaboration among member districts. Major efforts this year include providing technical assistance and written guidance for developing and implementing high-quality curriculum documents and professional development to support school staff in elevating teaching and learning to align to college-and career-readiness standards. Dr. Hall also served in various capacities over the course of thirty years in Atlanta Public Schools. She received her B.A. Degree in English from Vassar College and received her M.A. and D.A.H. Degrees from Clark Atlanta University. She is married with two daughters, a granddaughter, and two grandsons.

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Kathy

Dr. Kathleen Hinchman*
Professor
Syracuse University

Once a middle school teacher, Kathleen A. Hinchman now teaches undergraduate and graduate classes in childhood and adolescent literacy. Her research is primarily qualitative or design-based and explores youths' and teachers' perspectives toward literacy instruction. She has published in multiple journals and co-authored or edited such texts as *Best Practices in Adolescent Literacy Development*, *Adolescent Literacies: A Handbook of Practice-Based Research*, and *Teaching Adolescents Who Struggle with Reading*. She is currently co-editor of the *Journal of Adolescent & Adult Literacy*. She has also served as President of the Central New York Reading Council, the New York State Reading Association, and President of the Literacy Research Association (formerly the National Reading Conference). She has also served on multiple New York State English Language Arts standards and assessment committees and as a participant on a Common Core State Standard validation study.



Christy

Dr. Christy Howard
Assistant Professor
East Carolina University

Christy Howard is an Assistant Professor in Literacy Studies at East Carolina University. Prior to coming to ECU, she served as a middle school English Language Arts classroom teacher, an English Language Arts curriculum specialist and an instructional support coach. These roles prepared her for her work at East Carolina University in preparing preservice and in-service teachers to meet the literacy needs of all students. Her research, teaching and service focus on content area literacy instruction, culturally responsive pedagogy and teacher preparation.

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Panayiota

Dr. Panayiota Kendeou
Professor
University of Minnesota, Guy Bond Endowed Chair in Reading

Dr. Kendeou investigates the development of higher-order language and cognitive skills that support reading comprehension. In her research she develops theoretical models that explain how students acquire and revise knowledge during reading, and uses those models to design and test innovative, educational technology that transforms reading instruction and assessment (e.g., the federally funded projects TELCI/ELCII; iSTART-Early). Dr. Kendeou is Associate Editor of the *Journal of Educational Psychology* (and the Incoming Editor in 2020); she also serves on the editorial boards of *Scientific Studies of Reading*, *Contemporary Educational Psychology*, *Learning and Instruction*, *Discourse Processes*, and *Reading Research Quarterly*. She has 95+ publications, has served on several advisory boards (e.g., PIAAC, PIRLS), and she is the recipient of several early career awards. She is a member of the American Educational Research Association (AERA), the Society for Text and Discourse (ST&D), the Society for the Scientific Study of Reading (SSSR), the American Psychological Association (APA), and the Psychonomic Society.



Emily

Ms. Emily Kirkpatrick
Executive Director
National Council of Teachers of English

Emily Kirkpatrick is an experienced senior executive with deep expertise in organizational strategy, programmatic innovation, external communications, and fundraising in the education and nonprofit space. Ms. Kirkpatrick assumed her position as the Executive Director of the National Council of Teachers of English (NCTE)—the oldest and one of the largest literacy and education organizations in the United States—in November 2015, overseeing the professional home to English language arts teachers from PreK through university and amplifying the voices of educators through connection, collaborations, and a shared mission to improve the teaching and learning of English. Prior to NCTE, Ms. Kirkpatrick served in multiple leadership roles at the National Center for Families Learning (NCFL), an organization dedicated to eradicating poverty through education solutions for families. During her tenure at NCFL, Ms. Kirkpatrick created the award-winning digital learning platform Wonderopolis®, which reached millions of children across the globe and which was recognized by TIME Magazine as one of the top 50 websites of 2011. A transformative leader, Ms. Kirkpatrick has dedicated her career to public service and civic engagement, seeking to increase national literacy and social mobility, amplify educator voices, and advance the inclusion and empowerment of women. A native and longtime resident of Kentucky, Ms. Kirkpatrick has also served in planning and public relations roles at the Kentucky Office of the Secretary of Education, Arts and Humanities, and advanced the inclusion of women in public service positions while at the Kentucky Commission on Women. She earned her MBA with honors from Bellarmine University and her BA from Centre College in Kentucky.

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Carol

Dr. Carol Lee*
Professor
Northwestern University

Carol D. Lee is the Edwina S. Tarry Professor of Education in the School of Education and Social Policy and in African-American Studies at Northwestern University in Evanston, Illinois, U.S.A. She received her Ph.D. from the University of Chicago. She is a past president of the American Educational Research Association (AERA), AERA's past representative to the World Educational Research Association, past vice-president of Division G (Social Contexts of Education) of the American Educational Research Association, past president of the National Conference on Research in Language and Literacy, and past co-chair of the Research Assembly of the National Council of Teachers of English. She is a member of the National Academy of Education in the United States, a fellow of the American Educational Research Association, a fellow of the National Conference on Research in Language and Literacy, and a former fellow at the Center for Advanced Studies in the Behavioral Sciences. She is a recipient of the Distinguished Service Award from the National Council of Teachers of English, Scholars of Color Distinguished Scholar Award from the American Educational Research Association, the Walder Award for Research Excellence at Northwestern University, the Distinguished Alumni Award from the College of Liberal Arts at the University of Illinois-Urbana, The President's Pacesetters Award from the American Association of Blacks in Higher Education, the Lifetime Achievement Award from the American Association of Colleges of Teacher Education and an honorary doctorate from the University of Pretoria, South Africa. She has led three international delegations in education on behalf of the People to People's Ambassador Program to South Africa and the People's Republic of China. She is the author or co-editor of three books, 4 monographs, and has published over 62 journal articles and book or handbook chapters in the field of education.



Karen

Ms. Karen Malone
Curriculum, Instruction, and Assessment Education Specialist
Window Rock, AZ

Karen Malone has worked in education for 24 years, gaining experience in instruction, curriculum, coaching, and principal leadership. She attained her Master of Education in Educational Administration from Grand Canyon University. As a seasoned teacher she is passionate about improving Native education and preparing Native students to be college and career ready. In addition to being the Curriculum, Instruction and Assessment Education Specialist, she is also involved in the Strategic Plan Implementation of the Bureau of Indian Education as a unit lead and she serves as a school board member for an indigenous school in New Mexico. Her work most recently has been in facilitating a financial literacy pilot program in Bureau operated schools across Arizona and New Mexico that serve 100% Native students. Outside of the office, Karen enjoys family, camping and traveling. As a lifelong resident of the Southwest, she is captivated by the beautiful sunsets and the endless miles of open country.

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Mariana

Dr. Mariana Pacheco*
Associate Professor
University of Wisconsin, Madison, School of Education, Department of Curriculum and Instruction

Mariana Pacheco received her Ph.D. from the UCLA in 2005 (Division of Urban Schooling). She is a former elementary bilingual (English-Spanish) teacher in Southern California. Mariana Pacheco’s research focuses on meaningful opportunities for bi/multilingual and English Learner students to use their full cultural, linguistic, and intellectual resources for learning and self-determination. She employs ethnographic and anthropological methods to understand sociopolitical and sociocultural processes related to language, teaching, learning, and curriculum. Her work contributes to theorizations and empirical knowledge of policies, programs, and practices that amplify what ‘counts’ as knowledge and that enhance bi/multilingual students’ academic potential through asset-based and strength-based educational practices, particularly for Chican@/Latin@, (im)migrant, and modest-income backgrounds.



Cindy

Mrs. Cindy Parker
Middle and High School ELA Teacher

Cindy Parker has been an educator for 30 years, serving as a middle and high school ELA teacher, and retired from the Kentucky Department of Education, where she held various roles, including literacy coordinator, grant coordinator, and director of the Division of Next Generation Professionals. She has a BA in English from the University of Kentucky, MA from Eastern KY University, and earned National Board Certification in Adolescent/Young Adult English language arts. She is a past president of the Kentucky Reading Association, International Literacy Association (ILA) member, served on the ILA Common Core State Standards Committee, and a committee that revised the ILA Standards for Literacy Professionals. She is a Kentucky State Literacy team member, an adjunct instructor at the University of Kentucky in the College of Education, works for the Central Kentucky Educational Cooperative as the Special Projects Coordinator, and is the advisor for the Council of Chief State School Officers ELA Collaborative.

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Jim

Dr. James Patterson College Board

Jim Patterson PhD has spent twenty-five years in the fields of teaching, assessment, and standards. After two and a half years of secondary-level English and journalism teaching, he began work at ACT, Inc., in 1996 in ELA test development. From 1998 to 2013, he served first as the content lead for the ACT, PLAN, and EXPLORE Reading tests, spanning grades 8–12, and then in the same capacity for both the English and Reading tests. He also helped design the ELA portions of ACT Aspire (for grades 3–10). In 2013, Jim became senior director (later, executive director) for the ELA/literacy portions of the SAT Suite of Assessments at the College Board, helping redesign and then develop those portions of the SAT Suite (the SAT, PSAT/NMSQT and PSAT 10, and PSAT 8/9, covering grades 8–12) and also leading the design and initial development of the next-generation ACCUPLACER reading and writing college placement tests. Beginning in August 2019, he shifted roles within the College Board to focus on program connections and content strategy for the SAT Suite tests. From 2009 to 2010, Jim served as one of three lead writers for the Common Core State Standards for ELA/Literacy. His main contributors were developing the standards’ text complexity materials, drafting the Language standards, editing the standards’ evidence appendix, and writing the introductory material for the standards document. Jim earned a Bachelor of Journalism degree, magna cum laude, from the University of Missouri-Columbia in 1992; a Master of Arts in teaching degree in secondary English education from the University of Iowa in 1994; and a PhD in educational policy and leadership studies from Iowa in 2012.



Sue

Ms. Susan Pimentel Founding Partner Student Achievement Partners

Susan is a founding partner of Student Achievement Partners, a nonprofit devoted to accelerating student achievement by supporting effective and innovative implementation of college-and career-readiness (CCR) standards. She is also co-founder of StandardsWork, a nonprofit leading the Knowledge Matters campaign. After leading the development of the Common Core State Standards for English Language Arts/Literacy, Susan served as a member of the Understanding Language Project of Stanford University. In that capacity, she co-authored, *Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. A recent publication, co-authored with Ross Wiener of the Aspen Institute, *Practice What You Teach: Connecting Curriculum and Professional Learning in Schools* highlights the work jurisdictions are doing to integrate high-quality instructional materials with professional learning. A 2018 commentary published in *EdWeek*, *Why Doesn’t Every Teacher Know the Research on Reading Instruction*, shares three evidence-based practices that can boost reading proficiency. Ms. Pimentel served two terms on the National Assessment Governing Board, an independent, bipartisan board that sets policy for the national assessment. She became vice-chair of the body in November 2012. She holds a bachelor’s degree in early childhood education and a law degree from Cornell University.

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Alicia

Ms. Alicia Ross*
Teacher and Educational Consultant
Blue Ridge Middle/High School

I am a high school Social Studies teacher at Blue Ridge High School in New Milford, PA. We are a small rural school district in the northeastern corner of the state. I just completed my twentieth year in education. I teach AP US Government and Politics, AP Macroeconomics, General Economics/Global Studies course, and Law/Sociology. I currently serve as the teacher-leader at my school for our Reading Apprenticeship Professional Learning Community. Due to my intense interest in serving my students and addressing their literacy needs, I just completed my second master's degree. This second degree is in Reading Instruction from Wilkes University. I am a consultant for Reading Apprenticeship and for the College Board's AP US Government and Politics workshops and summer institutes. I currently live in Throop, PA and have one grown son who practices law in New York. I am avid reader, runner, and pickleball player!



Robert

Mr. Robert Rothman*
Senior Editor
National Center on Education and the Economy

Robert Rothman is a senior editor at the National Center on Education and the Economy and a writer and editor for numerous education organizations. Previously, he was a senior fellow at the Alliance for Excellent Education, a Washington, D.C.-based policy and advocacy organization, and he was a senior editor at the Annenberg Institute for School Reform, where he edited the Institute's quarterly magazine, *Voices in Urban Education*. He was also a study director at the National Research Council, where he led a committee on testing and assessment in the federal Title I program, which produced the report *Testing, Teaching, and Learning* (edited with Richard F. Elmore) and a committee on teacher testing. A nationally known education writer and editor, Mr. Rothman has written numerous reports and articles on a wide range of education issues. He is the author of *Something in Common: The Common Core Standards and the Next Chapter of American Education* (2011) and *Measuring Up: Standards, Assessments and School Reform* (1995), and the editor of *City Schools* (2007). Mr. Rothman holds a degree in political science from Yale University.

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Allison

Dr. Allison Skerrett*
Professor, Department of Curriculum and Instruction
Director of Teacher Education, College of Education, The University of Texas at Austin

Dr. Skerrett is a professor of language and literacy in the Department of Curriculum and Instruction at The University of Texas at Austin. Professor Skerrett is also Director of Teacher Education for The University's College of Education. Dr. Skerrett's expertise includes secondary reading and English education; adolescents' literacy practices, including those of transnational/migrant youth; secondary English teacher preparation; urban education and sociocultural influences on teaching and learning.



Eric

Mr. Eric Turman
Principal
Reading High School

Reading High School was always categorized as one of the lowest performing schools in the state of Pennsylvania. Eric was determined that Reading would no longer be part of any state report that categorizes the school as low performing. Reading High School has increased its graduation percentage from 53 to almost 70 percent over the past several years and the dropout rate has decreased from 13 to 5 percent. During the 2016 and 2019 school years, Reading High School received the Bronze and Silver medal from US & News Report as one of the top high schools in the country. This is a tremendous honor considering 95% of the students who attend Reading High School are categorized as underserved and almost 85% of the student body is Latino. Under Eric's leadership he has built a community of success where every teacher, administrator, staff and parent in the Reading School District has played a role in the success of the students. Eric is a strong leader with a shared vision that has carried him and his team to have a tremendous impact on the children attending Reading Senior High.

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Paola

Dr. Paola Uccelli*
Professor
Harvard Graduate School of Education

Paola Uccelli is a professor at the Harvard Graduate School of Education. With a background in linguistics, she studies socio-cultural and individual differences in language and literacy development throughout the school years. Uccelli's current projects focus on describing individual trajectories of school-relevant language development; on the design and validation of a research instrument to assess school-relevant language skills in elementary and middle school students; and on understanding how monolingual and multilingual speakers and writers learn to use a variety of discourse structures flexibly and effectively for diverse communicative and learning purposes. Uccelli studied linguistics at the Pontificia Universidad Católica del Perú and subsequently earned her doctoral degree in Human Development and Psychology at the Harvard Graduate School of Education. Being a native of Peru, she is particularly interested in Latin America where she collaborates with local researchers and often participates in research conferences and workshops.



Paul

Mr. Paul Wenger
Vice President
National Association of Elementary School Principals

Paul Wenger is Vice President of the National Association of Elementary School Principals. He is also the Principal at Jordan Creek Elementary in West Des Moines which is a Leader in Me school. Wenger was previously an elementary principal at Edgewood-Colesburg Community School District. He also served as President of the School Administrators of Iowa and has been a principal mentor, legislative committee member, and Iowa Leadership Academy Steering Committee member. Wenger has implemented professional learning communities, statewide voluntary preschool programming, PBIS, and multi-tiered systems of supports for students. Prior to working in school administration, Wenger taught elementary school in the Central Community School District for 13 years. He received his bachelor's degree in elementary education and physical education from Wartburg College and his master's degree in educational leadership from Iowa State University.

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Victoria

Ms. Victoria Young
Director (retired), Reading, Writing, and Social Studies Assessments
Texas Education Agency

As the Director of Reading, Writing, and Social Studies Assessments for the state of Texas, Victoria Young was directly responsible for managing content development as well as for overseeing all activities related to the scoring of approximately four million compositions and short answer reading responses each year. During her 27-year career, she focused her efforts on designing state assessments that contributed to a fuller understanding of student achievement and instructional programs. Since her retirement in 2015, she has served in a leadership role in the development and implementation of new English language arts and reading content standards for Texas. She continues to be particularly interested in the ways in which coherent, vertically aligned reading and writing programs and authentic instructional literacy practices can increase the academic success of all students, both in the classroom and on state and national assessments.

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Derek

Dr. Derek C. Briggs
Professor, Research and Evaluation Methodology
University of Colorado, Boulder

Derek C. Briggs is a professor of quantitative methods and policy analysis and chair of the Research and Evaluation Methodology program at the University of Colorado Boulder. He is also the director of the Center for Assessment Design Research and Evaluation (CADRE). Dr. Briggs’s research agenda focuses upon building sound methodological approaches for the measurement and evaluation of growth in student learning. He has a special interest in the use of learning progressions as a method for facilitating student-level inferences about growth and helping to bridge the use of test scores for formative and summative purposes. Other interests include the use and analysis of statistical models to support causal inferences about the effects of educational interventions on student achievement.



Howard

Dr. Howard Everson
Senior Principal Research Scientist
SRI International

Howard T. Everson is the Director of Assessment Design & Research in the Center for Technology in Learning at SRI International. He is also a Professor of Psychology at the Graduate School, City University of New York and former Director of the Center for Advanced Study in Education at the Graduate School, City University of New York. His research and scholarly interests focus on the intersection of cognition, technology and assessment. Professor Everson’s measurement expertise is in the areas of item response theory, differential item functioning, learning analytics and cognitive diagnostic measurement models. Dr. Everson served as the Executive Director of the NAEP Educational Statistics Services Institute at the American Institutes for Research and was Vice President and Chief Research Scientist at the College Board. Dr. Everson is a Psychometric Fellow at the Educational Testing Service, and an elected Fellow of both the American Educational Research Association and the American Psychological Association, and a charter member of the Association for Psychological Science. Dr. Everson is the current editor of the National Council of Measurement in Education’s journal, *Educational Measurement: Issues and Practice*.

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Joan

Dr. Joan Herman
Co-Director Emeritus
National Center for Research on Evaluation, Standards, and Student Testing (CRESST)

Joan Herman is Director Emerita of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. A member of the National Academy of Education and elected Fellow of the American Educational Research Association. Dr. Herman's research has explored the effects of testing on schools and the design and use of systems of assessment to support school accountability and improvement. Her recent work focuses on the quality and effects of teachers' formative assessment practices, fairness in testing and the assessment of deeper learning. She also has wide experience as an evaluator of school reform.

Dr. Herman received her BA in Sociology from the University of California, Berkeley, was awarded an MA and Ed.D in Learning and Instruction from the University of California, Los Angeles, and is a member of Phi Beta Kappa.



Kristen

Dr. Kristen L. Huff
Vice President
Curriculum Associates

Since May 2016, Dr. Huff has been the Vice President of Assessment and Research at Curriculum Associates, where she leads a team of more than 20 assessment designers, psychometricians, and researchers. Curriculum Associates supports a system of online assessments integrated with personalized learning and whole-class instruction designed to help teachers teach more effectively and students reach their full learning potential. Dr. Huff's work focuses on ensuring the coherence of design, interpretation, use, and policy across formative, interim, and summative assessment to advance equity and high-quality education for all students. Dr. Huff received her Ed.D. in Measurement, Research and Evaluation Methods from the University of Massachusetts Amherst. Prior to her studies at UMass, Dr. Huff completed a master's degree in Educational Research, Measurement, and Evaluation from the University of North Carolina at Greensboro.

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Michael

Dr. Michael Kolen
Professor Emeritus in Educational Measurement
University of Iowa

Professor Michael J. Kolen is a Professor Emeritus in Educational Measurement at the University of Iowa. Dr. Kolen received his doctorate from the University of Iowa in 1979, his MA degree from the University of Arizona in 1975, and his BS degree from the University of Iowa in 1973. He served on the faculty at Hofstra University from 1979-1981, and he worked at ACT from 1981-1997, including being Director of the Measurement Research from 1990-1997. Dr. Kolen co-authored three editions of the book *Test Equating, Scaling, and Linking: Methods and Practices*, published by Springer-Verlag. He has published numerous articles and book chapters on various topics in educational measurement and statistics, including test equating and scaling. Dr. Kolen has been President of the National Council on Measurement in Education (NCME) and is past editor of the *Journal of Educational Measurement*. He is a Fellow of Division 5 of the American Psychological Association, a Fellow of the American Educational Research Association, and member of various other professional organizations. Dr. Kolen served on the 2014 Joint Committee on the Standards for Educational and Psychological Testing. Dr. Kolen received the 1997 NCME Award for Outstanding Technical Contribution to the Field of Educational Measurement and the 2008 NCME Award for Career Contributions of Educational Measurement.



Scott

Dr. Scott Marion
Executive Director
National Center for the Improvement of Educational Assessment

Scott Marion, Ph.D. is the President and Executive Director of the Center for Assessment. He is a national leader in designing innovative and balanced assessment systems to support both instructional and accountability uses. Dr. Marion coordinates and/or serves on state and district technical advisory committees (TAC) for assessment and accountability. Dr. Marion has served on multiple National Research Council (NRC) committees related to next generation science assessments, the issues and challenges associated with incorporating value-added measures in educational accountability systems, and on outlining the “best practices” in state assessment systems. Dr. Marion regularly presents the results of his work at national conferences and has published dozens of articles in peer-reviewed journals and edited volumes. A former field biologist and high school science teacher, Dr. Marion has a master’s degree in Science Education from the University of Maine and a Ph.D. in measurement and evaluation from the University of Colorado, Boulder. Prior to joining the Center for Assessment in early 2003, Dr. Marion served as the Director of Assessment and Accountability for the Wyoming Department of Education. Finally, Dr. Marion has served on his local school board for 6 years in Rye, NH.



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Jennifer

Dr. Jennifer Randall
Associate Professor
University of Massachusetts

Jennifer Randall, Associate Professor, joined the University of Massachusetts faculty in 2007. She earned her BA (1996) and MAT (1999) from Duke University and Ph.D. in 2007 from Emory University. Prior to her graduate studies, Jennifer taught pre-school and then high school social studies for several years. Her research interests primarily reflect the measurement issues and concerns she encountered as a classroom teacher which include the grading practices/philosophies of teachers, particularly differential practices as they relate to students of color, first generation students, English learners, and students with disabilities. She is especially interested in the ways in which assessments (both large-scale & classroom-based) take into consideration, and impact, historically marginalized populations in the U.S. and abroad. Dr. Randall's research areas include applications of the Rasch model, to assess measurement invariance in high stakes reading assessment, grading practices, and test accommodations.



Willy

Dr. Guillermo Solano-Flores
Professor
Stanford University, Graduate School of Education

Dr. Guillermo Solano-Flores is Professor of Education at the Stanford University Graduate School of Education. He specializes in educational assessment and the linguistic and cultural issues that are relevant to both international test comparisons and the testing of cultural and linguistic minorities. He has conducted research on the development, translation, localization, and review of science and mathematics tests. He has been principal investigator on several National Science Foundation-funded projects that have examined the intersection of psychometrics, semiotics, and linguistics in testing. He is the author of the theory of test translation error, which addresses testing across cultures and languages. Also, he has investigated the use of generalizability theory—a psychometric theory of measurement error—in the testing of English language learners and indigenous populations. He has advised countries in Latin America, Asia, Europe, Middle East, and Northern Africa on the adaptation and translation of performance tasks into multiple languages and the development of assessment systems. Current research projects examine academic language and testing, formative assessment practices for culturally diverse science classrooms, and the design and use of illustrations in international test comparisons and in the testing of English language learners.