

Auburn University
College of Education

Boston University
Wheelock College of Education and Human
Development

Boston College
Lynch School of Education

Florida State University
College of Education

Georgia State University
College of Education & Human Development

Indiana University
School of Education

Iowa State University
College of Human Sciences

John Hopkins University
School of Education

Lehigh University
College of Education

North Carolina State University
College of Education

Oklahoma University
Jeannine Rainbolt College of Education

Penn State University
College of Education

Purdue University
College of Education

Syracuse University
School of Education

Texas A&M University
College of Education and Human Development

The Ohio State University
College of Education and Human Ecology

University of Arizona
School of Education

University of California – Santa Barbara
Gevirtz Graduate School of Education

University of Central Florida
College of Community Innovation and Education

University of Connecticut
Neag School of Education

University of Florida
College of Education

University of Georgia
School of Education

University of Houston
College of Education

University of Illinois Urbana-Champaign
College of Education

University of Kansas
School of Education

University of Maryland College Park
College of Education

University of Minnesota
College of Education and Human Development

University of Missouri
College of Education

University of Nevada-Reno
College of Education

University of North Carolina
School of Education

University of Oregon
College of Education

University of Pittsburgh
School of Education

University of Southern California
Rossier School of Education

University of Texas at Austin
College of Education

University of Vermont
College of Education and Social Services

University of Wisconsin – Madison
School of Education

Vanderbilt University
Peabody College of Education and Human
Development

Virginia Commonwealth University
School of Education



Learning and Education Academic Research Network
Advancing the Sciences of Teaching and Learning

May 26, 2021

The Honorable Catherine Russell
The White House
Washington, DC 20500

Dear Ambassador Russell,

As co-chairs of the LEARN Coalition, are writing to respectfully offer recommendations for appointments to the National Board for Education Sciences (NBES). Given the importance of IES and the current absence of any NBES members, we believe it is critical that the incoming Administration expeditiously move to populate the Board at its full level of 15 members to ensure it can fulfill its important guidance and oversight responsibilities.

The Learning and Education Academic Research Network (LEARN) is a coalition of the Deans of leading research colleges of education across the country. LEARN supports key investments and policies aimed at advancing research to further the scientific understanding of learning and development, and we recognize the critical role the National Board for Education Sciences (NBES) plays in that effort through its oversight of the Institute of Education Sciences (IES). As the primary Federal agency charged with supporting research for education practice and policy, IES is key to ensuring that teaching and learning advances are based on the highest-quality evidence-based research.

We urge the President to fill the remaining vacancies on the NBES and are pleased to recommend Dr. Mary Brownell and Dr. David Miller from the University of Florida; Dr. George J. DuPaul from Lehigh University; Dr. Ellen Goldring and Dr. Joseph Wehby from Vanderbilt University; Dr. Charlie Hughes from Pennsylvania State University; Dr. Odis Johnson Jr. of Johns Hopkins University; Dr. Neal Kingston of the University of Kansas; Dr. Jeffrey Liew of Texas A&M University; Dr. Kathleen M. Rudasill and Dr. Kevin Sutherland from the Virginia Commonwealth University; Dr. Brian Smith of Boston College; Dr. George Sugai from the University of Connecticut; Dr. Sharon Vaughn from the University of Texas at Austin for consideration for the Board. These are strong candidates whose skills and abilities are well suited to help NBES fully carry out its important mission.

Dr. Mary Brownell is a Professor of Special Education at the University of Florida and Director of the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR Center), an Office of Special Education Programs (OSEP) funded project, designed to improve the preparation of teachers and leaders working with students with disabilities. Dr. Brownell has secured multiple grants (totaling over \$42 million) from the U.S. Department of Education, OSEP and the Institute of Education Sciences to support research and technical assistance aimed at improving teaching quality for students with disabilities. Specifically, Dr. Brownell has studied issues related to teacher education, teacher assessment, professional development, and teacher attrition. She and her colleagues edited the first *Handbook of Research on Special Education Teacher Preparation*, and she authored a chapter for the prestigious *Handbook for Research on Teaching*, published by the American Educational Research Association. She has been recognized nationally for her leadership and research, winning the TED Pearson Award for Excellence in Teacher Education, the Division for Research Hallahan and Kauffman Distinguished Researcher Award and the David Imig Teacher Achievement Award for lifetime achievement in teacher education. More information about Dr. Mary Brownell can be found at <https://education.ufl.edu/faculty/brownell-mary/>

Dr. David Miller is a Professor of Research and Evaluation Methodology in the School of Human

Development and Organizational Studies in Education at the University of Florida. He has been engaged in research in assessment and evaluation. His primary focus is on assessment in large-scale applications and the psychometric properties of the assessments. He has studied validity, reliability and other psychometric methods. He has also examined the use of assessments in education from early childhood to higher education. He is the Director of the Collaborative Assessment and Program Evaluation Services, which is engaged in evaluations on multiple grants with social science components including grants through the National Science Foundation (NSF), the National Institute of Health (NIH), and the Institute of Education Sciences. More information about Dr. David Miller can be found at <https://education.ufl.edu/faculty/miller-david/>

Dr. George J. DuPaul is the Associate Dean for Research and a professor at the College of Education at Lehigh University. His primary research interest is the treatment of individuals with (ADHD) attention- deficit/hyperactivity disorder and related behavior disorders. Specifically, he conducts research on school-based academic and behavioral interventions for youth in K-12 settings; early intervention for young children at-risk for ADHD; and the assessment and treatment of college students with significant ADHD symptoms. He also has interests in health promotion and pediatric psychology having directed student-led studies related to nutrition education, asthma, and psychopharmacology. Dr. DuPaul's projects have received grants from the Institute for Education Sciences, the U.S. Department of Education and the National Institute of Mental Health. In 2008, he was inducted into the Children and Adults with ADHD (CHADD) Hall of Fame, and in 2004 he won the Article of the Year award for the *Journal of School Psychology*. More information about Dr. George J. DuPaul can be found at <https://ed.lehigh.edu/faculty/directory/gdupaul>

Dr. Ellen Goldring is the Patricia and Rodes Hart Professor and Chair for the Department of Leadership, Policy and Organizations, at Peabody College of Vanderbilt University. Her research interests focus on the intersection of education policy and school improvement with emphases on education leadership. A fellow of the American Educational Research Association and Past Vice-President of AERA's Division L-Policy and Politics, her research examines leadership, practice and the implementation and effects of interventions such as professional development, coaching and performance feedback. Dr. Goldring is the recipient of the Roald Campbell Lifetime Achievement Award from the University Council of Educational Administration and is the editor in chief of the *American Educational Research Journal*. Currently, she is leading the evaluation of the implementation of the Wallace Foundation's Principal Supervisor Initiative, a district reform initiative that aims to revise the role of principal supervisors in urban districts. More information about Dr. Ellen Goldring can be found at <https://peabody.vanderbilt.edu/bio/ellen-goldring>

Dr. Joseph Wehby is associate professor of special education and chair of his department at Vanderbilt Peabody College of Education and Human Development. His research encompasses children and youth with behavior disorders, observational assessment, functional assessment of aggressive behavior and risk factors in the development of problem behavior. He focuses in particular on identifying variables associated with the development and maintenance of aggressive behavior in children with emotional and behavioral disorders (EBD) and possible treatment strategies. Professor Wehby has chaired or been a member of several committees of the Institute for Educational Sciences, including the Research Training Programs in Special Education Review Panel, Social-Behavioral Review Panel, and Special Education Review Panel. He has also served as co-editor of *Behavioral Disorders Journal*, as well as on the boards of *Journal of Emotional and Behavioral Disorders* and the *Journal of Applied Behavior Analysis*. He is a reviewer for several other journals in the field. As principal investigator on his research projects, Dr. Wehby has received more than \$41.5 million in funding. In 2015, the Council for Exceptional Children (CEC), the premiere professional organization in special education, honored Professor Wehby for his work with its Special Education Research Award. In 2019, The Midwest Symposium for Leadership in Behavior Disorders bestowed its Outstanding Leadership Award on him. The award honors outstanding service and leadership to the field of behavior disorders on a national level. More information about Dr. Joseph Wehby can be found at <https://peabody.vanderbilt.edu/bio/joseph-wehby>

Dr. Charlie Hughes is Professor of Special Education at the Pennsylvania State University and an Adjunct Senior Scientist at the University of Kansas Center for Research on Learning (KU-CRL). Prior to coming to Penn State in 1985, Charlie worked in schools for 14 years as a general and special education teacher, a state-level consultant and an educational diagnostician. He received his Ph.D. in Special Education from the University of Florida under the supervision of Dr. Cecil Mercer and his M.Ed. in Special Education and Social Studies Education from Eastern Kentucky University. His research interests focus on the development and validation of self-instructional strategies designed to help students with learning and behavior problems improve their academic and classroom behaviors. He has published over 100 articles, books, book chapters and curriculum materials. As part of his work with the KU-CRL, he has co-authored, with Don Deshler and Jean Schumaker, five of the learning strategies included in the Strategic Instruction Model (SIM) curriculum. He has served as both President and Executive Director of the Council for Exceptional Children's Division for Learning Disabilities and as editor of the journals, *Journal of Postsecondary Education and Disabilities* and *Learning Disabilities Research and Practice*. He currently is on the editorial boards of six educational journals. Dr. Hughes has received several awards for his teaching and research including the College of Education's Outstanding Faculty award and the Career Achievement Award and has received Fulbright Awards to Sweden and South Korea. More information about Dr. Charlie Hughes can be found at <https://explicitinstruction.org/charles-a-hughes-phd/>

Odis Johnson Jr., PhD, is a Bloomberg Distinguished Professor at Johns Hopkins University, where he has faculty appointments in the Department of Health Policy and Management at the Bloomberg School of Public Health, the School of Education as Executive Director of the Center for Safe and Healthy Schools and in the Department of Sociology at the Krieger School of Arts and Sciences. He also directs the Institute in Critical Quantitative, Computational, and Mixed Methodologies (ICQCM). Dr. Johnson previously served as a faculty member at Washington University in St. Louis, and chaired the African American Studies Department at the University of Maryland. His work on the interrelated topics of neighborhoods, social policy, and race have been funded by the National Science Foundation, National Institutes of Health, William T. Grant Foundation and the Spencer Foundation. Dr. Johnson's work and ideas about social change have been featured in prominent media outlets, including the *Oprah Magazine*, *Christian Science Monitor*, *CNN*, *The Washington Post*, *MSNBC*, *NPR*, *Teen Vogue*, *The Associated Press*, *Vox*, *The New Yorker*, *The New York Times*, *NBC News*, *The Chicago Tribune*, *SiriusXM* and a variety of international and local news outlets. More information about Dr. Odis Johnson Jr. can be found at <https://education.jhu.edu/directory/odis-johnson-jr-phd/>

Dr. Neal Kingston is a University Distinguished Professor in the department of Educational Psychology at the University of Kansas, in which he also serves as the Director of Graduate Studies and coordinator of the Research, Evaluation, Measurement, and Statistics track of the Educational Psychology and Research Program. Dr. Kingston is also the Director of the Achievement and Assessment Institute; the institute was the recipient of the Dynamic Learning Maps Alternate Assessment grant from the US Department of Education, which, at that time, was the largest grant in University of Kansas history and which currently serves 21 state departments of education. Recent testing projects include the Kansas Assessment Program, Career Pathways Collaborative and Adaptive Reading Motivation Measures. Dr. Kingston is known internationally for his work on large-scale assessment, formative assessment and learning maps. He has served as a consultant or advisor for organizations such as the AT&T, College Board, Department of Defense Advisory Committee on Military Personnel Testing, General Equivalency Diploma (GED), Kaplan, King Fahd University of Petroleum and Minerals, Merrill Lynch, National Council on Disability, Qeyas (Saudi Arabian National Center for Assessment in Higher Education) and the U.S. Department of Education. More information about Dr. Neal Kingston can be found at <https://nealkingston.ku.edu/>

Dr. Jeffrey Liew is a professor in the Department of Educational Psychology at Texas A&M University (TAMU). Professor Liew's research expertise is on social-emotional development. The majority of his research focuses on early childhood, but the body of Professor Liew's research spans early childhood through early adulthood, with much of his work supported by grants from federal agencies and foundations. He serves as the Associate Department head for research and faculty development in Educational Psychology, as a 2-term elected representative of TAMU's Council of Principal Investigators (CPI) and as a member of the CPI executive

committee for two consecutive terms, and as peer reviewer or standing panel member for national and international funding agencies and grant panels, including National Institutes of Health, National Science Foundation and Hong Kong's Research Grants Council. Liew is Associate Editor for *Early Education and Development*, Consulting Editor for *Child Development*, for *New Directions in Child and Adolescent Development*, and for the *International Journal of Behavioral Development*, as well as co-Editor for the Section on Social Emotional Learning in the forthcoming *Routledge Encyclopedia of Education*. In 2020, Liew was appointed Associate Dean for Research to help lead and support the research enterprise in his college. More information about Dr. Jeffrey Liew can be found at <https://directory.education.tamu.edu/view.epl?nid=jeffrey.liew>

Dr. Kathleen M. Rudasill is a professor at Virginia Commonwealth University. Previously, she was at the University of Nebraska-Lincoln where she was the Susan J. Rosowski professor in educational psychology in the College of Education and Human Sciences. She also served as the Associate Director of the Nebraska Center for Research on Children, Youth, Families, & Schools; and as the director of the Temperament, Affect, and Behavior in Schools (TABS) Lab. As the Senior Associate Dean for research and faculty development for the School of Education, Dr. Rudasill is responsible for promoting the scholarly agenda of the school through education and awareness of research opportunities, individual work with faculty and grant development. Her research has been federally funded and is regularly published in the leading journals for educational psychology. Rudasill serves on the editorial review boards of two journals and is a member of the Society for Research in Child Development, the American Educational Research Association and American Psychological Association Division 15. More information about Dr. Kathleen M. Rudasill can be found at <https://soe.vcu.edu/about-us/deans-office/kathleen-m-rudasill-phd/>

Dr. Kevin Sutherland, a professor in the Department of Counseling and Special Education at Virginia Commonwealth University, also serves as Director of the department's doctoral studies program. A former teacher of youth with intensive behavioral and learning needs in both residential and public school settings, Sutherland's research interests and expertise include efforts to enhance the use and fidelity of implementation of evidence-based programs targeting reductions in chronic problem behavior in school and community settings, community engaged research and adolescent bullying prevention programs. He has been a principal investigator or co-investigator on federally-funded projects — totaling more than \$33 million — that involve the development and evaluation of evidence-based programs in schools and has created assessment tools to examine teachers' fidelity to and adequacy of implementing these programs in classrooms. More information about Dr. Kevin Sutherland can be found at <https://soe.vcu.edu/directory/full-directory/first--last-name-301601-en.html>

Dr. Brian K Smith is the Honorable David S. Nelson Professor and Associate Dean of Research at Boston College's Lynch School of Education and Human Development. His research focuses on designing computational environments to support and augment human performance and learning in and outside of schools. He is an Apple Distinguished Educator and has received the Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies from the American Education Research Association and a National Science Foundation Early Career Development Award. Prior to Boston College, Smith was Professor and Senior Academic Dean of Academic Affairs in the College of Computing and Informatics, where he helped create new models of graduate education and industry partnership and initiatives that increased female undergraduate enrollment by 70 percent in less than three years. Before that, he was Dean of Rhode Island School of Design Continuing Education (RISD|CE), where he oversaw the development of art and design programs for youth and adults and was a co-investigator of RISD's STEM to STEAM initiative. Smith worked as a program director in NSF's Division of Research on Learning in Formal and Informal Settings in 2017-18 and currently works with them as an intermittent expert. More information about Dr.

Brian Smith can be found at <https://www.bc.edu/bc-web/schools/lynch-school/lynch-news/new-faculty-2020/Briansmith.html>

Dr. George Sugai is Emeritus Professor in the Neag School of Education at the University of Connecticut. In 2019, he retired as Carole J. Neag Endowed Chair and Professor with tenure in School of Education at University of Connecticut. His expertise is in behavior analysis, classroom and behavior management, school- wide discipline, function-based behavior support, positive behavior supports and educating students with emotional and behavioral disorders. Dr. Sugai has been a teacher in the public schools, treatment director in a residential program and program administrator. Dr. Sugai conducts applied school and classroom research and works with schools to translate research into practice. He is currently co-director (with Rob Horner) of the Center on Positive Behavioral Interventions and Supports at the University of Connecticut and University of Oregon, and Director of the Center on Behavioral Education and Research in the Neag School of Education. More information about Dr. George Sugai can be found at <http://www.rtinetwork.org/about-us/advisory-council/sugai-george>

Dr. Sharon Vaughn is the Manuel J. Justiz Endowed Chair in Education and Executive Director of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Dr. Vaughn was the Editor-in- Chief of the Journal of Learning Disabilities and the Co-Editor of Learning Disabilities Research and Practice. She is the recipient of the AERA SIG distinguished researcher award and The University of Texas Distinguished faculty award. She is the author of numerous books and research articles that address the reading and social outcomes of students with learning difficulties. She is currently the Principal Investigator or Co-Principal Investigator on several Institute for Education Sciences, National Institute for Child Health and Human Development and U.S. Department of Education research grants investigating effective interventions for students with reading difficulties and students who are English language learners. She is the author of more than 35 books, 250 peer-reviewed research articles and 65 chapters that address issues related to research and practice with learning problems. She has worked nationally and internationally with educators from Japan, Canada, Sweden, Norway, Portugal, Australia, and Singapore. More information about Dr. Sharon Vaughn can be found at https://education.utexas.edu/faculty/sharon_vaughn

Thank you for your time and consideration. If you have any questions, or if you would like any additional information about these potential nominees or the LEARN coalition, please do not hesitate to contact any of us.

Sincerely,

Camilla P. Benbow, Ed.D.
Co-Chair, Learning and Education Academic Research Network (LEARN)
Patricia and Rodes Hart Dean of Education and Human Development of the Peabody College of Education and Human Development, Vanderbilt University

Glenn E. Good, Ph.D.
Co-Chair, Learning and Education Academic Research Network (LEARN)
Dean of the College of Education, University of Florida

Rick Ginsberg, Ph.D.
Co-Chair, Learning and Education Academic Research Network (LEARN)
Dean of the School of Education, University of Kans