

Brady Education Foundation Montessori Initiative Network



ALLEN, DELIA (Data Collection Specialist and Co-Investigator Furman University Team)

Delia B. Allen is completing her dissertation as a part of her doctoral program in Educational Administration and Policy at the University of Georgia. In addition to being a fulltime doctoral candidate, she is currently a Research Assistant at the University's J.W. Fanning Institute for Leadership Development. As a Research Assistant, Delia supports evaluation and impact activities for the Institute by assisting in the development of evaluation methods, tools, and indicators of program outcomes, analyzing evaluation data, and creating evaluation reports. She has also worked with the Riley Institute on several research projects and has been a public school mathematics teacher and an engineer in her earlier career. Delia has served on the student editorial board for the *Education Law and Policy Review* and has had recent presentations at the Association for Education Finance and Policy national conference, the Education Law Association national conference, and the Black Doctoral Network national conference. She earned a bachelor degree from Clemson University (electrical engineering) and master's degrees from Northwestern University (biomedical engineering) and Converse College (teaching secondary mathematics).



COSENTINO, JACKIE (Advisory Board)

Jackie Cossentino, Ed.D, is the Director of Research for the National Center for Montessori in the Public Sector. An ethnographer by training, since 2001 she has drawn from her direct experience as head of an independent Montessori school and principal of a large, urban public Montessori school to produce an internationally recognized body of scholarship on Montessori education. Jackie is a Lecturer in Loyola Maryland's Montessori Studies program. She serves on the boards of Montessori Northwest and the Montessori Charter Management Organization.



CULCLASURE, BROOKE (Principal Investigator, Furman University Team)

Brooke Culclasure, Ph.D., is affiliated with the Richard W. Riley Institute at Furman University, where she serves as the Institute's Research Director. In addition to teaching at the University, she coordinates large-scale, mixed-method research projects on Montessori Education, Project-Based Learning, and New Tech Schools. Dr. Culclasure also oversees the Institute's Evaluation Capacity Building Initiative. She serves on the editorial board for the *Journal of Montessori Research* and has had recent presentations at the American Montessori Society national conference, the International Montessori Congress, the American Education Research Association national conference, and the American Evaluation Association national conference. She earned master's degrees from the University of Virginia (political science) and the University of South Carolina (education policy) and her Ph.D. from the University of Virginia (education policy and research).



CURENTON-JOLLY, STEPHANIE (Advisory Board)

Stephanie M. Curenton, Ph.D. is a tenured associate professor in the School of Education at Boston University. She studies the social, cognitive, and language development of low-income and minority children within various ecological contexts, such as parent-child interactions, early childhood education programs, early childhood workforce programs, and related state and federal policies. She served as past associate editor for *Early Childhood Research Quarterly* and *Early Education and Development*. She was awarded a research policy fellowship from the Society for Research on Child Development (SRCD)/American Association for the Advancement of Science (AAAS) and worked in Office of Child Care. She has served on education non-profit boards for *National Association for the Education of Young Children* (NAEYC) and local Head Start programs.



EARLY, DIANE (Principal Investigator, Child Trends Team)

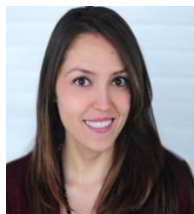
Diane Early, Ph.D., is a Senior Research Scientist in the Early Childhood Development research area at Child Trends. She has almost 20 years' experience in policy-relevant research and evaluation in early childhood education, with an emphasis state-funded pre-kindergarten, classroom quality, teacher preparation and practices, and children's academic and social outcomes. She was Principal Investigator on the Study of State-Wide Early Education Programs (SWEET) and a lead investigator for the National Center for Early Development and Learning's Multi-State Study of Pre-Kindergarten -- two of the largest studies of state-funded pre-kindergarten ever completed. She recently completed a randomized control trial (RCT) of the *Every Classroom, Every Day* model for improving instruction and served as Principal Investigator for the Evaluation of Georgia's Pre-Kindergarten Professional Development initiative, an RCT investigating the effectiveness of early childhood professional development models. Currently, she is Principal Investigator for the Evaluation of Rhode Island's State Pre-K, Principal Investigator for a three-state study investigating the psychometric properties of the newly-revised Early Childhood Environment Rating Scale (ECERS-3), and helping to lead the Validation Study of Georgia's Quality Rating and Improvement System.

FLEMING, DAVID (Senior Statistician and Co-Investigator, Furman University Team)

David J. Fleming, Ph.D., is an Associate Professor in the Politics and International Affairs Department and a Senior Researcher with the Richard W. Riley Institute at Furman University. He graduated *magna cum laude* with a B.A. in Political Science from the University of Notre Dame, and he received his Ph.D. in Political Science from the University of Wisconsin-Madison in 2009. His scholarly work has been published in the *American*



Educational Research Journal, Educational Evaluation and Policy Analysis, Education and Urban Society, and the Journal of Public Administration Research and Theory, among other outlets. His current research projects include evaluations of Montessori schools in South Carolina and the Early Warning and Response System and associated interventions in Greenville County. He has recently presented research at the American Montessori Society annual conference and the American Educational Research Association annual meeting. At Furman University, Dr. Fleming teaches courses in American politics, public policy, and political analysis.



HEGSETH, DANIELLE (Project Director, Child Trends Team)

Danielle Hegseth, M.S.W., M.P.P., is a Research Operations Manager in the Early Childhood Development research area at Child Trends. She provides project and data management for multiple research projects at one time and monitors, tracks, compiles, and analyzes specific research project progress information and data. Ms. Hegseth manages project staff, including research assistants and analysts, to ensure work is completed accurately, on time, and within budget. She also works closely to develop, manage, and review detailed project management tools, such as manuals of procedures, forms, IRB protocols, and other documents that support projects. Ms. Hegseth contributes to project data collection, analysis, and report writing, and presents findings at research conferences and to clients. She maintains client relationships across multiple projects; leads

and contributes to proposal development; and maintains proficient knowledge of research operations requirements involving human subjects and IRB procedures to ensure research projects are meeting standards. In addition, Ms. Hegseth is skilled in evaluation planning and tool design and qualitative analysis. She developed and administered data collection tools for an evaluation of statewide Quality Rating and Improvement Systems in Virginia, New Mexico, and Arizona. She currently serves as Project Director for an evaluation of Arizona's *Quality Improvement and Rating System*, which includes overseeing state-wide data collection efforts. Ms. Hegseth is interested in contributing to data-informed policy that improves service delivery, as well as how the intersection of early education and the home environment affects development and academic achievement.



KINGSTON, NEAL (Co-Principal Investigator, University of Kansas Team)

Neal Kingston, Ph.D., is a Professor in the Educational Psychology Department at the University of Kansas and serves as director of the Achievement and Assessment Institute. He teaches research methods, including meta-analysis, a technique for the quantitative synthesis of multiple primary studies. His research focuses on improving large-scale assessments so they better support student learning, especially by using learning maps as an organizing structure for instruction and formative assessment. Dr. Kingston started his career as a science teacher in Yonkers, New York. Before coming to KU in 2006, he worked as a researcher then officer at several educational testing companies and was Associate Commissioner for Curriculum and Assessment at the Kentucky Department of Education during the early years of the Kentucky Educational Reform Act. He was initially exposed to Montessori education as a parent then board member at the Pennington Montessori School in Pennington, New Jersey.



LEE, JADE CAINES (Co-Principal Investigator, University of Kansas Team)

Jade Caines Lee, Ph.D., is an Assistant Professor of Education at the University of New Hampshire. Dr. Lee's primary research interests relate to educational assessment and evaluation. She studies validity and fairness issues as it relates to instrument development, evaluates interventions that may improve teaching and learning, and collaborates with practitioners in order to increase stakeholder participation in assessment and evaluation design.



LOPEZ, MICHAEL (Advisory Board)

Michael López, Ph.D., a Principal Associate at Abt Associates, brings over 25 years of experience conducting policy-relevant, early childhood research, with an emphasis on low-income or culturally and linguistically diverse populations. He currently is Co-Principal Investigator for both the National Research Center on Hispanic Children & Families and the National Migrant and Seasonal Head Start Study. Prior to joining Abt, he was Executive Director of the National Center for Latino Child & Family Research, where his most relevant efforts included: (1) technical research consultant to First 5 LA on the development of a research and evaluation strategy for a \$600 million universal preschool initiative implemented within Los Angeles County; (2) co-author of a book reviewing the psychometric properties of language and literacy measures used with Spanish-speaking, dual language learner preschoolers; and (3) co-author on a study examining the psychometric characteristics of the Classroom Assessment Scoring System (CLASS) used within classrooms serving DLLs. Before that, Dr.

López directed the Child Outcomes Research and Evaluation team in the Administration for Children and Families, within the U.S. Department of Health and Human Services, where he developed and directed large-scale, national, evaluation studies, including the National Head Start Impact Study (HSIS), the largest, nationally-representative, randomized study examining the impact of Head Start on school readiness.



MAXWELL, KELLY (Senior Advisor, Child Trends Team)

Kelly Maxwell, Ph.D., is Senior Director of Early Childhood Development Research at Child Trends. Dr. Maxwell has over 20 years of experience in early childhood policy, research, and evaluation. She is known nationally for her policy-relevant research and evaluation focused on helping states improve their early care and education systems. Her research interests include early childhood policy issues, Quality Rating and Improvement Systems (QRIS), school readiness assessments, and evaluations of early childhood initiatives. Dr. Maxwell has had a long history of working with North Carolina’s early childhood leaders. She directed the statewide evaluation of North Carolina’s Smart Start initiative, conducted a statewide study of school readiness, and provided support to the state’s early childhood advisory council, as well as the Race to the Top-Early Learning Challenge grant. She has also worked with several other states on early childhood issues. For the past several years, she has conducted various research studies for the Georgia Department of Early Care and Learning. She has also consulted with multiple states about QRIS development and evaluation. Within all of her projects, Kelly works collaboratively with policymakers and program administrators to collect, analyze, and apply research to their key decisions. Dr. Maxwell is actively engaged in public and professional services. She has served on multiple advisory boards nationally and within North Carolina, has served as a consulting editor and reviewer for major journals in the field, and has been invited to speak at national, regional, and state meetings. She also is a Research Associate Professor in the School of Education at the University of North Carolina at Chapel Hill.



MILLER, STEPHANIE (Advisory Board)

Stephanie Miller is the Executive Director of Trust for Learning. She has been working in the field of strategic philanthropy for twenty years, focusing on collaborative grantmaking in education and community development. Raised in Montreal, Stephanie received a graduate degree from McGill University and has spent her working life as a grant seeker, grantmaker and on the ground as a local and national community worker in Canada, the U.S. and overseas. Stephanie founded a national network of community literacy education organizations that served marginalized communities across the country. At the J.W. McConnell Family Foundation, Canada’s largest private family foundation, she focused primarily on building national, multi-year, proactive education initiatives. Prior to her work with Trust for Learning, Stephanie maintained a philanthropic advising practice, advising a wide range of private grantmakers in areas such as wrongful conviction, children of war, gun control and the environment. In the corporate sector, she also worked with Manifest Communications, using social marketing as a vehicle for leveraging collective cross-sectoral action for non-profit organizations and causes. Stephanie is raising her two children in Weston, Connecticut – and it is her favorite job.



MURRAY, ANGELA (Principal Investigator, University of Kansas Team)

Angela Murray, Ph.D., is senior researcher and coordinator for the American Montessori Society (AMS) and an assistant research professor at KU. Dr. Murray earned her doctorate from KU in psychology and research in education, with a minor in cultural anthropology; she was awarded honors for her dissertation, “Public Perceptions of Montessori Education.” She is the founding editor of the *Journal of Montessori Research* and frequently presents on Montessori and other educational issues at national and international conferences.



THOMPSON, JOY (Co-Principal Investigator, Child Trends Team)

Joy Thompson, M.A., is a Research Scientist in the Education research area at Child Trends. She has a background in applied developmental psychology. To date, she has served on projects related to preschool program evaluation, school start-time change, and post-care services for families exiting the child welfare system. Ms. Thompson supervises and conducts qualitative and quantitative data collection (including oversight of IRB packages), performs data analyses, and supports all elements of project planning and management. Her graduate work involves the various interdependent contexts that affect prek-12 educational outcomes, including school and home-based interventions, parents’ beliefs and practices, and teacher-child interactions. Ms. Thompson is in the process of completing her dissertation examining the demographic, motivational, and contextual factors that relate to high school math course-taking among high achieving students, an important step in understanding pathways to STEM and maximizing human capital in related fields. She is particularly interested in informing educational policy with sound research as a means of strengthening outcomes for all students through cultivation of their skills, motivation, and interests.



TURNER, HERBERT (Advisory Board)

Herb Turner, Ph.D., is an Adjunct Associate Professor at the University of Pennsylvania Graduate School of Education’s Quantitative Methods Division. Dr. Turner is Founder, President and Principal scientist of ANALYTICA, Inc., a woman-owned and minority-led small business that specializes in using scientifically-valid research methods to address policy-relevant education problems. Dr. Turner is a member of the Abt i3 Technical Assistance Leadership team responsible for assisting i3 grantees with producing experimental and quasi-experimental impact evaluations that meet i3 and WWC evidence standards. He also serves as a Senior Policy Research Advisor to several universities and research firms, including the Buffett Early Childhood Institute at the University of Nebraska, Center for Responsive Schools, and Westat. Dr. Turner currently conducts large-scale experimental and quasi-experimental research on what educational interventions work in K-12 education.

