

Biographies

Dylan Wiliam is director of the Learning and Teaching Research Center at the Educational Testing Service (ETS). Prior to joining ETS in September, he was professor of educational assessment and assistant principal of King's College London, the fifth largest university in the United Kingdom. He also was a teacher for eight years in inner-city schools in London, a Nuffield Research Fellow at Chelsea College on the Graded Assessment in Mathematics Project, and a lecturer in mathematics education at King's College where he ran the teacher preparation program. In addition, he served as the academic coordinator of the Consortium for Assessment and Testing in Schools, which developed a variety of statutory and non-statutory assessments for the national curriculum of England and Wales. He has taught master's and doctorate level courses on educational assessment, research methods, and the use of information technology in academic research. He has published over 150 articles, book chapters, and books in mathematics education, education law, and educational assessment. His current main interest is in exploring how assessments may be used to support learning.

Paul Black: Between 1956 and 1976 he was a faculty member in the Department of Physics in the University of Birmingham (England), but his interests gradually moved from research in physics to research and development in science education. He left Birmingham in 1976 to become professor of science education and director of the Centre for Science and Mathematics Education, at Chelsea College in London, and when Chelsea College merged with King's in 1985 he became the head of the King's Centre for Educational Studies, King's College London (KQC). He retired in 1995, but is still active in research and development work.

Black has been a visiting Professor of Education at Stanford University, California. For many years he was involved closely with curriculum development work with the Nuffield Foundation in science and in design and technology, at primary, secondary and tertiary levels. He is currently engaged in research and development work to improve classroom practices in both formative and summative assessment.

Margaret Heritage is Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. Her current work at CRESST focuses on data use for school improvement, including formative assessment, and on teacher evaluation. Prior to joining CRESST she had many years experience in schools in the U.K and the U.S., including a period as a County Inspector of Education in the U.K., and as Principal of the University Elementary School, the laboratory school of the Graduate School of Education and Information Studies at UCLA. Heritage was also member of the faculty in the Department of Education at the University of Warwick, England, and in the U.S. has taught courses in the Departments of Education at UCLA and at Stanford University. Her most recent publications include a co-authored paper, published in *Education Measurement: Issues and Practice*, on teachers use of formative assessment evidence (2009), a contribution on student self-

assessment to a special issue of the National Middle School Association Journal (2009), a paper co-authored with W.J. Popham on professional development for formative assessment use, published by the Educational Testing Service (2008), and a co-authored a book with Alison Bailey, *Formative Assessment for Literacy and Academic Language*, published in 2008. Her latest book, *Formative Assessment: Making It Happen in the Classroom* (2010), is published by Corwin Press.

Herman, Joan: Joan Herman is Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Her research has explored the effects of testing on schools and the design of assessment systems to support school planning and instructional improvement. Her recent work focuses on the validity and utility of teachers' formative assessment practices and the assessment of deeper learning. She also has wide experience as an evaluator of school reform. Dr. Herman is noted in bridging research and practice. Among her books are *Turnaround Toolkit*; and *A practical Guide to Alternative Assessment*, both of which have been popular resources for schools across the country. A former teacher and school board member, Dr. Herman also has published extensively in research journals and is a frequent speaker to policy audiences on evaluation and assessment topics. She is past president of the California Educational Research Association; has held a variety of leadership positions in the American Educational Research Association, National Organization of Research Centers, and Knowledge Alliance; and is a frequent contributor at the National Academy of Education. Dr. Herman is current editor of *Educational Assessment*, serves on the Joint Committee for the Revision of *Standards for Educational and Psychological Testing*, and chairs the Board of Education for Para Los Niños.

Lev Vygotsky: Lev Vygotsky was born in Orsha, a city in the western region of the Russian Empire. He attended Moscow State University, where he graduated with a degree in law in 1917. He studied a range of topics while attending university, including sociology, linguistics, psychology and philosophy. However, his formal work in psychology did not begin until 1924 when he attended the Institute of Psychology in Moscow and began collaborating with Alexei Leontiev and Alexander Luria. Vygotsky was a prolific writer, publishing six books on psychology topics over a ten year period. His interests were quite diverse, but often centered on topics of child development and education. He also explored such topics as the psychology of art and language development. Vygotsky's life was cut tragically short in 1934, when he died of tuberculosis at the age of 38.

Some of the major theories developed by Lev Vygotsky include: **Zone of Proximal Development**: According to Vygotsky, the zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." Parents and teachers can foster learning by providing educational opportunities that lie within a child's zone of proximal development. **Sociocultural Theory**: Vygotsky also suggested that human development results from a dynamic interaction between individuals and society.² Through this interaction, children learn gradually and continuously from parent and teachers. This learning, however, can vary from one culture to the next. It is important to note that Vygotsky's theory emphasizes the dynamic

nature of this interaction. Society doesn't just impact people; people also impact their society.

Benjamin Bloom: The eminent psychologist and scholar **Benjamin Bloom** was born in 1913. After completing his undergraduate work and master's degree at Penn State, Benjamin Bloom moved to the University of Chicago. He was named instructor of educational psychology in 1940, completed his Ph.D. in 1942, and remained there for over thirty years. He rose through the ranks to a full professorship, all the while building a reputation for careful and significant scholarship. His insistence on precision in educational thought soon led to **the now famous taxonomy for educational objectives in both the cognitive and affective domains**, scholarship that literally revolutionized the process of lesson planning for classroom teaching. His system of classification soon became the standard for describing objectives and the process of achieving them. Not content to rest on these laurels, Bloom next stepped into the raging controversy concerning **the nature of intelligence**. His scholarship and care were once more tested. He published the classic *Stability and change in Human Characteristics*, in which he attempted to resolve the nature-nurture controversy. His work clearly indicated the significance of early experience and the critical nature of early learning as factors that promote intellectual growth. He has also created a new approach to teaching, mastery learning, in search of methods as effective as individual tutoring. His most recent study is on the process of gifted and talented performance. A lifetime of significant scholarship for educational psychology perhaps sums up his valuable contributions to the field. **Source: Sprinthall, Norman and Sprinthall, Richard, Educational Psychology**

D.R. Sadler: Royce Sadler is a Professor of Education at **Griffith University**, Brisbane, Australia. He holds advanced degrees in mathematics and education. Originally a high school teacher, he has taught mathematics and computer programming at two institutes of technology, and courses in assessment and testing at two **Australian universities**. In 1985, he worked for the **Queensland Board of Secondary School Studies** as Head of its Assessment Unit, and helped to provide theoretical foundations for school-based assessment, with particular focus on defining and communicating achievement standards for purposes very similar to those used by the **Learning Record**. He has published widely on assessment issues, and has a particular interest in making assessment effective in promoting learning.

Dr. John Hattie is a Professor of Education at the University of Auckland, New Zealand. He has piloted more than 30 million dollars in research grants, has published over 350 articles, 300 conference papers, twelve books and supervised close to 200 thesis students. As creator of aSTTL (Assessment Tools for Teaching and Learning) and Director of the Visible Learning Laboratories, Dr. Hattie is recognized and highly regarded worldwide for his research in education, including the field of assessment and evaluation. His latest book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses on Achievement* has attracted considerable attention across the professional educator world. His interests are assessment, models of teaching and learning, and statistics. He and Helen Timperley co-authored with Shirley Clarke, *Unlocking Formative Assessment* (Hodder-Moa, Auckland, NZ, 2003).

Helen Timperley is a Professor of Education at the University of Auckland in New Zealand. Her early career involved teaching in early childhood, primary and secondary education sectors which formed the basis of her research program focused on making a difference to those student outcomes valued by the communities in which they live. A particular research emphasis has been on promoting leadership, organizational and professional learning in ways that improve the educational experience of students currently under-achieving in our education systems. She has recently completed a best evidence synthesis iteration on professional learning and development that has received major international attention. She has published widely in international academic journals and has written and edited seven books focusing on the professional practice implications of her research in her specialty areas. Her research investigates how to promote learning at all levels of the education system. She and John Hattie co-authored with Shirley Clarke, *Unlocking Formative Assessment* (Hodder-Moa, Auckland, NZ, 2003).

Rick Stiggins: A native of Canandaigua, New York, Rick received his undergraduate degree in psychology from the State University of New York, Plattsburgh and a master's degree in industrial psychology from Springfield College in Massachusetts. His graduate studies in educational measurement were conducted at Michigan State University resulting in the awarding of a Ph.D. in 1972. Rick has served on the faculties of Michigan State, the University of Minnesota and Lewis and Clark College. In addition, he directed test development at ACT in Iowa City and served as a senior researcher at the Northwest Regional Educational Laboratory. He is founder and director of the ETS Assessment Training Institute, Portland, Oregon. Since 1992, ATI's professional learning programs have helped teachers and school leaders understand how to use the assessment process and its results to benefit (not merely monitor) student learning. The hallmark of these programs has been their focus on the use of student-involved assessment to maximize their confidence, motivation and learning. ATI's flagship program, Classroom Assessment FOR Student Learning, provides a multi-media, collaborative, and hands on way for teachers to become competent, confident classroom assessors. A complementary program helps school leaders put in place the organizational conditions needed for teachers to take full advantage of assessment FOR learning.