



## Program Advisors

Reading Partners launched a curriculum advisory committee in 2013 to ensure reading and literacy experts shared their knowledge and experience with evidence-based practices to guide regular revisions to the organization's curriculum and instructional practices. Beginning in 2019, the former curriculum advisory was renamed the Program Advisory and additional members joined to reflect a more diverse set of expertise and experiences that support the broader needs of the organization and the communities we serve. The committee is co-led by Chief Knowledge Officer, Dean Elson, and Managing Director of National Programs, Jennifer Joyce.

### DAVID CHARD, PH.D.

**Dean ad Interim, Boston University**



Dr. Chard became dean ad interim of Boston University Wheelock College of Education & Human Development in June 2018. He is past president of Wheelock College (before its merger with Boston University) and dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University (SMU). Dr. Chard has held faculty positions at Boston University and the University of Texas at Austin, and served as associate dean in the College of Education at the University of Oregon. At Oregon, he oversaw curriculum and academic programs in the College of Education. Earlier in his career, Dr. Chard was an active researcher focused on studying instructional practices that are most effective at meeting the needs of students

with learning disabilities. In addition, he is the author of numerous instructional programs on early literacy and language arts and has been a classroom teacher.

### NELL DUKE, ED.D.

**Professor, University of Michigan**



Dr. Duke is a professor in literacy, language, and culture and in the combined program in education and psychology. Dr. Duke's work focuses on early literacy development, particularly among children living in poverty. Dr. Duke received her doctoral degree from the Harvard University Graduate School of Education. She has received the William S. Gray Citation of Merit from the International Literacy Association for outstanding contributions to research, theory, practice, and policy. She has also received awards from the American Educational Research Association, the Literacy Research Association, the National Council of Teachers of English, the Michigan Reading Association, and other organizations. She has

served as co-principal investigator on projects funded by the Institute of Education Sciences, the National Science Foundation, Lucas Education Research, and the Spencer Foundation among other organizations. Her Twitter handle is @nellkduke.



## **GIHANI FERNANDO**

### **Advisor and Former Nonprofit Executive**



Gihani Fernando has spent her career working with a variety of organizations committed to achieving more equitable outcomes for youth and families and creating a more just world. Most recently, she developed and implemented a strategic partnerships approach as the Network Strategy Officer for Playworks, a national network that focuses on play to help kids stay active and build valuable life skills. Prior to that, she spent a decade at The Bridgespan Group, which is a leading social impact consultant and advisor to nonprofits and NGOs, philanthropists, and investors. While at Bridgespan, Gihani led strategic planning engagements for mission-driven organizations and foundations with a focus on education and youth development clients. She also co-led the firm's 2014 campaign around social and emotional learning, served as Bridgespan's first Talent Manager in 2013, and co-authored two publications that were featured in

the *Stanford Social Innovation Review*, titled "Rethinking How Students Succeed" and "High Stakes Donor Collaborations". Gihani started her full-time career in public finance investment banking and has also served in a consulting role to the World Bank. Gihani is also a Board Member of ARISE High School in Oakland, and an Advisory Board Member of Niroga Institute. Gihani holds a B.A. from Stanford University with a major in Economics and a minor in Management Science and Engineering, as well as an M.B.A. from the Haas School of Business at the University of California, Berkeley.

## **KATE JEROME**

### **Author, Publishing Executive, and Co-founder, Little Bridges**



Kate Jerome is a seasoned publishing executive and award-winning children's book author who has been positively influencing younger generations for decades. In addition to writing more than 200 children's books for such publishers as National Geographic, Penguin, and Arcadia, Kate is the former President of Scott Foresman and Insight Editions publishing companies. She also served as a Senior Vice President on HarperCollins Executive Board. In 2015, Kate accepted a year long Fellowship in Stanford's Distinguished Careers Institute, and in 2020 she co-founded Little Bridges, a direct-to-consumer company specializing in family-oriented products. As an intergenerational product innovator, Kate turns theory into practice by developing books and

activities that encourage connections and meaningful conversations between kids and their favorite adults. In addition to her work with Reading Partners, Kate serves on the Board of Insight Editions and is a Director Emeritus of the South Carolina Aquarium. She also volunteers as a mentor for Eldera, a global multigenerational tutoring organization, and several Stanford initiatives, including the Knight-Hennessy Scholars program.



## **RENA JOHNSON**

### **Chief Program Officer, CityBridge Education**



CityBridge Education is committed to Washington, DC becoming the first city-level proofpoint of an excellent and equitable education system. In her role, Rena prioritizes funding and support for leaders of color that have a vision for a more equitable future. Her most recent accomplishments include supporting the full approval and launch of five new charter schools, four of which are led by leaders of color in DC. Rena is the former principal of DC Scholars Stanton Elementary, the city's first elementary school turnaround charter and district partnership school. During her tenure, DC Scholars Stanton outpaced the academic growth of most charters and district elementary schools in the city's most vulnerable ward, Ward 8. Ms. Johnson

began her education career as an elementary school teacher in Atlanta, GA as a Teacher For America (TFA) corps member before joining the TFA DC Regional Team, where she managed placement strategy and new corps member transition. From TFA, Ms. Johnson became a resident principal with New Leaders for New Schools where she led the implementation of the Achievement Network data driven instructional model and founded a New Teacher program for all first year teachers. Ms. Johnson holds a B.A. from the University of Virginia and a master's degree in Education, Policy, and Management from the Harvard Graduate School of Education.

## **YOUNG-SUK GRACE KIM, ED.D.**

### **Professor and Senior Associate Dean, University of California, Irvine**



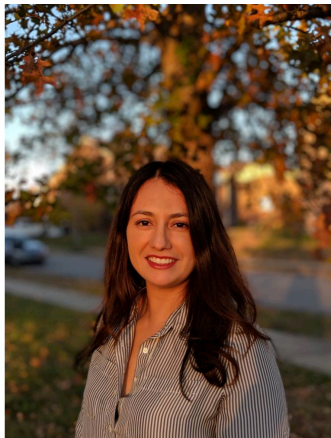
Professor Kim's primary research areas include language, cognition, and literacy acquisition and instruction across languages and writing systems. She examines reading comprehension, reading fluency, listening comprehension, academic language, higher order cognitive skills, written composition for English-speaking children, dual language learners including English learners, and children learning to read other languages (e.g., Korean, Spanish, Chinese, Kiswahili). Her research has been supported by the Institute of Education Sciences (IES), U. S. Department of Education, the National Institute of Child Health and Human Development (NICHD), and the National Science Foundation (NSF). Dr. Kim received the Presidential Early Career Award for Scientists and Engineers (PECASE) by President Barack Obama in 2012; and the Developing Scholar Award and University Teaching Award at the Florida State University. She serves the Editor-

in-Chief for the Scientific Studies of Reading. She received her Ed.D. at Harvard University in Human Development and Psychology with a concentration on Language and Literacy, and a minor concentration on Quantitative Policy Analysis in Education. She holds Master's degrees in Teaching English to Speakers of Other Languages (TESOL) as well as in Human Development and Culture. She was a classroom teacher in San Francisco, California.



### **JEANNETTE MANCILLA-MARTINEZ, ED.D.**

**Associate Professor, Vanderbilt University**



Dr. Mancilla-Martinez is Associate Professor in the Special Education Department, as well as Associate Dean for Academic Affairs and Graduate Education for Peabody College. She was appointed to the National Assessment of Education Progress (NAEP) Standing Committee on Reading in 2017. Her research is focused on advancing students' language and reading comprehension outcomes, including those of students from Spanish-speaking, low-income homes. She has presented her work widely at professional conferences, including the American Educational Research Association, the Society for the Scientific Study of Reading, the Society for Research in Child Development, and the National Dual Language Institute. Her work is also featured in several peer-reviewed journals. She holds a M.Ed. and Ed.D. in language and literacy from Harvard University, as well as a B.A. in liberal studies with a concentration in English and Spanish from Mount Saint Mary's College.



### **KAREN MAPP, ED.D.**

**Senior Lecturer, Harvard Graduate School of Education**

Dr. Mapp is a Senior Lecturer on Education at the Harvard Graduate School of Education (HGSE), the Faculty Director of the Education Policy and Management Master's Program, and a core faculty member in the Doctorate in Educational Leadership (EDLD) program at HGSE. Over the past 20 years, her research and practice focus has been on the cultivation of partnerships among families, community members, and educators that support student achievement and school improvement. She is a founding member of the District Leaders Network on Family and Community Engagement as well as the National Family and Community Engagement Working Group. Dr. Mapp is also on the board of the National Association for Family, School, and Community Engagement (NAFSCE) and the Institute for Educational Leadership (IEL) in Washington, DC. From 2011 to 2013, Dr. Mapp served as a consultant on family engagement to the

United States Department of Education in the Office of Innovation and Improvement. Dr. Mapp holds a Doctorate and Master's of Education from the Harvard Graduate School of Education, a Master's in Education from Southern Connecticut State University, and a Bachelor's degree in Psychology from Trinity College. She is the author and co-author of several articles and books about the role of families and community members in student achievement and school improvement. Learn more at [DualCapacity.org](https://DualCapacity.org).





### **DONNA SCANLON, PH.D.**

**Professor emeritus, University of Albany, State University of New York**



Dr. Scanlon is professor emeritus at the University at Albany's Department of Literacy Teaching and Learning and was affiliated with the University's Child Research and Study Center for more than 40 years, serving as associate director and director at different points. Her research and teaching focused on the characteristics of children who experience substantial difficulty in learning to read and on how to prevent and remediate reading difficulties. She and her colleagues developed an approach to early literacy instruction and intervention, the Interactive Strategies Approach (ISA), which was found to be effective in reducing the incidence of reading difficulties in the early primary grades. Classroom teachers, as well as intervention teachers, have successfully implemented the ISA approach in small group and one-to-one contexts. The approach is described in *Early Intervention for Reading*

*Difficulties: The Interactive Strategies Approach, 2nd Ed* (Scanlon, Anderson, & Sweeney, 2017). An upward extension of the approach intended to address reading difficulties among middle elementary and middle school students was developed and tested in a subsequent series of studies and is described in *Comprehensive Reading Intervention in Grades 3-8: Fostering Word Learning, Comprehension, and Motivation* (Gelzheiser, Scanlon, Hallgren-Flynn, & Connors, 2019). Most of Dr. Scanlon's research was supported by grants from the National Institute of Child Health and Human Development and the U.S. Department of Education through the Institute of Education Sciences (IES) and the Fund for the Improvement of Post-Secondary Education (FIPSE).