

## Cindy Hoisington

Senior Associate, Curriculum Development and Instructional Design, Education Development Center (EDC)



As a science educator at Education Development Center (EDC) in Waltham MA, Cindy Hoisington primarily designs, develops, and delivers STEM curriculum and PD for early childhood and elementary teachers; currently in collaboration with Hartford Public Schools as part of a DOE i3 project *Literacy and Academic Success for English Learners through Science* (LASErS). In her previous life Hoisington was a teacher and education supervisor in Head Start where she developed a deep respect for young children's cognitive capacities, the challenges faced by teachers, and the power of "hand-on/minds-on" STEM experiences to promote learning and teaching. Hoisington was the science advisor for the Emmy award-winning series *Curious George* and a co-developer of the *PEEP and the Big Wide World* educational materials. She is a co-facilitator of NAEYC's Early Childhood Science Interest Forum (ECSIF) and writes about early STEM education for a variety of audiences.

## Greg Toppo

Education Reporter, *USA Today*



Greg Toppo is the national education and demographics reporter for *USA Today*. A graduate of St. John's College in Santa Fe, N.M., he taught in both public and private schools for eight years before moving into journalism. His first job was with the *Santa Fe New Mexican*, a 50,000-circulation daily. He worked for four years as a wire service reporter with the *Associated Press*, first in Baltimore and then in Washington, D.C., where he became the AP's national K-12 education writer.

He came to *USA Today* in 2002 and in 2005 broke the Armstrong Williams "pay for punditry" story that launched a widespread look at government propaganda. Toppo also co-led the *USA Today* team that in 2011 looked at educator-led cheating on standardized tests. The paper's series prompted the Washington, D.C., inspector general to investigate high erasure rates in D.C. schools. Toppo was a 2010 Spencer fellow at Columbia University's Graduate School of Journalism and is the author of the book *The Game Believes In You: How Digital Play Can Make Our Kids Smarter* (April 2015).



# What's Next for STEM Education? Boosting Teachers and Teaching, PreK-12

@Education\_AIR, @NewAmericaEd, @NewAmerica, @CooneyCenter, and @100Kin10

March 16, 2017 | New America, 740 15th Street NW, Suite 900, Washington, D.C. 20005

## Schedule

1:00 p.m. – 2:30 p.m.

### • Introduction

**Lisa Guernsey**  
Deputy Director, Education Policy,  
New America

**Michael Levine**  
Executive Director, Joan Ganz Cooney  
Center at Sesame Workshop

**Courtney Tanenbaum**  
Director, STEM Practice Area, AIR

### • Discussion

**Elisabeth McClure**  
Joan Ganz Cooney Center at Sesame  
Workshop

**Dan Goldhaber**  
AIR Vice President and Director,  
CALDER

**Grace Doramus**  
Head of Strategic Initiatives and Chief  
of Staff, 100Kin10

**Cindy Hoisington**  
Senior Associate, Education  
Development Center (EDC)

**Greg Toppo**  
Education Reporter, *USA Today*  
(Moderator)

## BIOGRAPHIES

### Lisa Guernsey

Deputy Director, Education Policy, New America



Lisa Guernsey is deputy director of the Education Policy program and director of the Learning Technologies project at New America. She leads teams of writers and analysts to tell stories, translate research, examine policies, and generate ideas for new approaches to

help disadvantaged students succeed. Prior to her work at New America, Guernsey worked as a staff writer at the *New York Times* and the *Chronicle of Higher Education* and has contributed to several other national publications, including the *Atlantic*, the *Washington Post*, *Newsweek*, *Time*, *Slate*, and *USA Today*. She is co-author with Michael H. Levine of *Tap, Click, Read: Growing Readers in a World of Screens* (Jossey-Bass, 2015) and author of *Screen Time: How Electronic Media – From Baby Videos to Educational Software – Affects Your Young Child* (Basic Books, 2012). She won a 2012 gold Eddie magazine award for a School Library Journal article on e-books and has served on several national advisory committees on early education, including the Institute of Medicine's Committee on the Science of Children Birth to Age 8.

Guernsey holds a master's in English/American studies and a bachelor's degree in English from the University of Virginia. Guernsey lives in Alexandria, Virginia with her two daughters.

### Michael Levine

Executive Director, Joan Ganz Cooney Center at Sesame Workshop



Dr. Michael H. Levine is the founding executive director of the Joan Ganz Cooney Center at Sesame Workshop. The Center conducts research, builds multi-sector alliances, and catalyzes industry and policy reforms needed to advance high-quality media experiences for all children. Levine also serves on the executive team at Sesame Workshop where he focuses on educational impact and philanthropic partnerships for the global non-profit.

Prior to joining the Center, Levine was Vice President for Asia Society, managing interactive media and educational initiatives to promote knowledge and understanding of other world regions and cultures. Levine previously oversaw Carnegie Corporation of New York's groundbreaking work in early childhood development and educational media, and was a senior advisor to the New York City Schools Chancellor, where he directed early learning, dropout prevention and after-school programs. Levine serves on boards including the Forum for Youth Investment, We Are Family Foundation, Classroom, Inc, Journeys in Film, Woot Math, and DigiLearn.

Levine is a Pahara-Aspen Education Reform Fellow and a frequent adviser to the White House and the U.S. Department of Education. He writes for professional and public affairs journals, including a column for *Huffington Post* and is a frequent keynote speaker at education and technology conferences around the world. His new book, co-authored with Lisa Guernsey of New America is *Tap, Click, Read: Growing Readers in a World of Screens*. He received his B.S from Cornell University and PhD in Social Policy from the Heller School at Brandeis University.

### Courtney Tanenbaum

Director, STEM Practice Area, AIR



Dr. Courtney Tanenbaum is a principal researcher and director of the science, technology, engineering, and mathematics (STEM) practice area at American Institutes for Research (AIR). Tanenbaum specializes in studies of federal education policies, and research examining the socio-cultural factors that affect students' equitable access to high-quality learning experiences, PK-12 and in postsecondary pathways. Presently, she serves on a national study of Title I, and is the project director for a study of Title III Native American and Alaska Native Children in School Program grantees. She recently led a project for the U.S. Department of Education that brought together a group of STEM education field experts that resulted in the fall 2016 publication of *STEM 2026: A Vision for Innovation in STEM Education*. She is currently serving as a research partner to 100Kin10 to support their initiative to map the system-level challenges to ensuring that all students have excellent STEM teachers. Tanenbaum also is the PI for an NSF-funded project reporting on federal investments in STEM undergraduate research experiences; and the PI for an NSF study exploring the key features of bridge programs for historically underrepresented minorities to promote their success in STEM doctorate programs.

### Elisabeth McClure

Joan Ganz Cooney Center at Sesame Workshop



Dr. Elisabeth McClure is a former research fellow at the Joan Ganz Cooney Center at Sesame Workshop (2015-2017), and the lead author of the 2017 report *STEM Starts Early: Grounding science, technology, engineering, and math education in early childhood*, co-published with New America. McClure received her PhD from Georgetown University, where she was trained in developmental psychology with a focus on public policy. She conducts research on families, young children, and digital media, and her research on how babies and toddlers use video chat has been featured in the *Atlantic*, *Science News*, and on NPR, and has been used to inform policies for the American Academy of Pediatrics and the U.S. Department of Education.

### Dan Goldhaber

AIR Vice President and Director, CALDER



Dr. Dan Goldhaber is the Director of the Center for Analysis of Longitudinal Data in Education Research (CALDER) at the American Institutes for Research and the Director of the Center for Education Data & Research (CEDR) at the University of Washington Bothell. Goldhaber previously served as an elected member of the Alexandria City School Board from 1997-2002, and as an Associate Editor of *Economics of Education Review* and a co-editor of *Education Finance and Policy*.

Goldhaber's work focuses on issues of educational productivity and reform at the K-12 level, the broad array of human capital policies that influence the composition, distribution, and quality of teachers in the workforce, and connections between students' K-12 experiences and postsecondary outcomes. Topics of published work in this area include studies of the stability of value-added measures of teachers,

the effects of teacher qualifications and quality on student achievement, and the impact of teacher pay structure and licensure on the teacher labor market.

Goldhaber's research has been regularly published in leading peer-reviewed economic and education journals such as: *American Economic Review*, *Journal of Human Resources*, *Journal of Policy and Management*, *Economics of Education Review*, *Education Finance and Policy*, and *Educational Evaluation and Policy Analysis*. The findings from these articles have been covered in more widely accessible media outlets such as National Public Radio, the *New York Times*, the *Washington Post*, *USA Today*, and *Education Week*.

Goldhaber holds degrees from the University of Vermont (BA, Economics) and Cornell University (MS and PhD, Labor Economics).

### Grace Doramus

Head of Strategic Initiatives and Chief of Staff, 100Kin10



Grace Doramus serves as 100Kin10's Head of Strategic Initiatives and Chief of Staff, working across the team to lead key projects for and manage core functions of the organization.

Previously, she worked with the Opportunity Equation, a STEM education mobilization initiative that helped to launch 100Kin10. Doramus began her career as a math and science special education teacher at International Studies Academy in San Francisco as a Teach for America corps member. Doramus holds a bachelor's degree in History from Princeton University and currently lives in Tribeca with her husband.