Biographical statements for English Language Learners Advisory Committee members

Jamal Abedi, Ph.D.

Jamal Abedi is a professor in the School of Education at University of California at Davis and a research partner at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). He serves as the advisor to the UK's Office of Qualifications and Examination Regulation, an independent agency responsible for the integrity of national assessment systems. Abedi received the 2003 National Professional Service Award from the American Educational Research Association (AERA). He is also the recipient of the 2008 Lifetime Achievement Award from the California Educational Research Association. Abedi received his Ph.D. from Vanderbilt University.

Edward Bosso

Ed Bosso is the vice president of the Laurent Clerc National Deaf Education Center at Gallaudet University. He is also the president of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). At the national level, CEASD serves as an advocate for the deaf and hard of hearing with governmental bodies concerned with the establishment of educational policy and the implementation of federal legislation. Bosso is also the vice president of the Laurent Clerc National Deaf Education Center at Gallaudet University. He has helped the center with the development of ASL content standards to facilitate linguistic competence for deaf and hard of hearing students in both ASL and English.

Prior to this he served as the assistant superintendent of Human Resources in the Christina School District where he previously was the Director of Delaware Programs for Deaf, Hard of Hearing and Deafblind Children and the Principal of the Delaware School for the Deaf. Additionally, he has worked at other schools and programs for deaf and hard of hearing students as well as served as adjunct faculty at McDaniel College.

Bosso earned his master's in educational administration at California State University, Northridge as part of the National Leadership Training Program and is currently completing his doctoral work in Educational Leadership at the University of Delaware.
Donna Christian, Ph.D.

Donna Christian is a senior fellow at the Center for Applied Linguistics (CAL) following 16 years as CAL’s president. Her work has focused on the role of language in education, including issues of second language learning, bilingualism, and dialect diversity. She is on the Board of Directors of The International Research Foundation for English Language Education (TIRF) and serves on numerous editorial and advisory boards. She was awarded the Promoting Bilingualism Award from the Two-Way California Association of Bilingual Education (CABE) organization (2006). She received her M.S. in applied linguistics and Ph.D. in sociolinguistics from Georgetown University.

Richard Durán, Ph.D.

Richard Durán is a professor at the Gevirtz Graduate School of Education at University of California at Santa Barbara. Previously he was a research scientist at ETS, where he conducted investigations and published findings on the validity of the SAT, GRE, and TOEFL. His specialty research areas include assessment and education policy, and education interventions serving English language learners and Latino students and families. He serves as director of the UCSB component of the California Engaging Latino Communities for Education (ENLACE) Project and its family and community school engagement strand. He received his Ph.D. in psychology from UC Berkeley.

Kathy Escamilla, Ph.D.

Kathy Escamilla is a professor of education in the division of social, bilingual, and multicultural foundations at the University of Colorado at Boulder. Escamilla is a member of numerous professional organizations in education and has served two terms as the president of the National Association for Bilingual Education. She was recently appointed co-editor of the Bilingual Research Journal, and has served as chair of the Bilingual Education Research Special Interest Group for AERA. She received her Ph.D. in curriculum and the study of schooling from UCLA.

James Green, Ph.D.

James Green began his direct involvement in Native American education in 1979 as assistant principal at Red Cloud Indian School in Pine Ridge, SD. Through his interest in Native languages, Green collaborated in the 1980s with Caleb Gattegno,
originator of the Silent Way of Teaching and Words in Color, to develop the teaching materials for the Lakota and Dakota languages. He became the director of the Institute for Dakota Studies at the Sisseton Wahpeton Tribal College (SD) in 1990, where he developed a new A.A. degree curriculum in Native Studies. In 1996 he became director of the Alliance Project for Tribal Colleges, a national teacher education project funded by the Office of Special Education Programs (OSEP) and headquartered at Vanderbilt University. He also taught Lakota and Dakota languages at South Dakota State University as an adjunct professor from 1992-2002.

In 2003 Green began a dual appointment at the Monarch Center, University of Illinois Chicago, and as paraprofessional coordinator for the Alaska Partnership for Teacher Enhancement at the University of Alaska Anchorage (UAA). The Monarch Center work continued his responsibility to assist with the development of special education teaching-training at tribal colleges; his primary work in Alaska was to respond to the need in rural and Alaska Native village schools for “highly qualified” paraprofessionals under No Child Left Behind. He designed a set of core courses for paraeducators through UAA and delivered them onsite in Alaska Native villages.

In 2008 he joined the staff of the federal Equity Assistance Center housed in the School of Education at the University of Colorado Boulder and led by Leonard Baca and Janette Klinger as co-principal investigators. His work with the Equity Assistance Center has been primarily with K-12 school districts in South Dakota, North Dakota, and Montana. Green serves as a liaison with state offices of education, local school districts, Bureau of Indian Education (BIE) schools, and Tribal Education Departments to provide professional development and direction on Native culture and language and their effect on the academic achievement of American Indian and Alaska Native students. Green continues to serve on the Steering Committee for the IRIS Center at Vanderbilt University, a national project to provide high-quality resources on students with disabilities (http://iris.peabody.vanderbilt.edu/about_center/about_board_advisors.html).

Green completed his master's in American Indian curriculum development from the Ontario Institute for Studies in Education (OISE) in 1980. Green received his doctorate in education at the University of Minnesota in 2006. His research dissertation was titled Paradigm Adherence and the Great Debate on Reading.

Kenji Hakuta, Ph.D.

Kenji Hakuta is the Lee L. Jacks professor of education at Stanford University. He was the founding dean of social sciences, humanities, and arts at UC Merced. He is currently chair of the National Research Council’s Workshop on the Role of
Language in School Learning: Implications for Closing the Achievement Gap; chair of the National Academy of Education’s Research Advisory Committee; member of the Validation Committee for the Common Core State Standards; and chair of the AERA Task Force on IES Reauthorization. He received his Ph.D. in experimental psychology from Harvard University.

Okhee Lee, Ph.D.

Okhee Lee is a professor of childhood education at the Steinhardt School of Culture, Education, and Human Development at New York University. She became an AERA Fellow in 2009 and received the Distinguished Career Award from the AERA Committee on Scholars of Color in Education in 2003. She has directed research and teacher enhancement projects funded by the National Science Foundation, the U.S. Department of Education, and the Spencer Foundation. She received her Ph.D. in educational psychology from Michigan State University.

Robert Linquanti

Robert Linquanti is project director for English Learner Evaluation and Accountability Support (ELEAS) and senior researcher for the California Comprehensive Center at WestEd. He serves on the Texas State Assessment Technical Advisory Committee, the California English Language Development Test Technical Advisory Group, and the national Working Group on ELL Policy. He received his M.P.A. in public policy from Columbia University.

Maria Santos

Maria Santos is the deputy superintendent of instruction, leadership, and equity-in-action for the Oakland Unified School District in California. She is a co-chair of the English language learner initiative, and helped organize a steering committee of local ELL experts to plan and implement the initiative. She was the senior instructional manager and superintendent for the Office of English Language Learning at the New York City Department of Education and was an education program officer at the Wallace–Reader’s Digest Funds, where she designed the Leadership for Educational Achievement in Districts (LEAD) project.

Guadalupe Valdes, Ph.D.
Guadalupe Valdes is the Bonnie Katz Tenenbaum professor of education at Stanford University. Her research explores issues of bilingualism relevant to teachers in training, including methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration. She is a member of the National Academy of Education, an AERA Fellow, a member of the Board of Trustees for ETS, and a member of several editorial boards for language and linguistics publications. She received her Ph.D. in Spanish from Florida State University.