



Intel-Assess

*Assessment Solutions that Drive Instruction.
It's about time.*

Claude Goldenberg, Ph.D.: Project Lead



Claude Goldenberg, Ph.D. is Executive Director of the Center for Language Minority Education and Research (CLMER) and Associate Dean of the College of Education, California State University, Long Beach. Dr. Goldenberg sat on the National Research Council's Committee for the Prevention of Early Reading Difficulties in Young Children and on the National Literacy Panel, which synthesized research on literacy development among English language learners.

A native of Argentina, he received his A.B. in history from Princeton University and Ph.D. in 1984 from Graduate School of Education, UCLA. He has taught junior high school in San Antonio, TX, and first grade in a bilingual elementary school in the Los Angeles area.

Dr. Goldenberg was a National Academy of Education Spencer Fellow (1986-88). He won the 1993 Albert J. Harris Award from the International Reading Association for an article (co-authored with Ronald Gallimore) describing how beginning Spanish reading achievement improved at an elementary school where he taught first grade and for conducting research on home and school influences on early literacy development. He received the Distinguished Faculty Scholarly and Creative Activities Award from California State University, Long Beach, in 2004.

Dr. Goldenberg is currently involved in a number of ongoing research projects focusing on Latino children's literacy development, home-school connections to improve achievement, and the processes and dynamics of change at individual school sites.

In 1997, he produced a video, *Settings for Change*, describing a 5-year school improvement project that succeeded in raising literacy achievement in a largely Latino, bilingual elementary school in the Los Angeles area. A book based on this project, *Successful School Change: Creating Settings to Improve Teaching and Learning*, was published in 2004 by Teachers College Press. Dr. Goldenberg's publications have appeared in numerous academic and professional journals, and he has been on the editorial boards of *Language Arts*, *The Elementary School Journal*, and *Literacy, Teaching and Learning*.

Intel-Assess lead authors unsurpassed for:

Their educational experience



Their insight into assessment issues



The development of formative assessment content



The use of assessment data to drive instruction

Shuhua An, Ph.D.: Mathematics Lead



Dr. Shuhua An is an Associate Professor of Mathematics Education at the Teacher Education Department, California State University, Long Beach. She received her B.A. in mathematics from Nanjing Normal University and Ph.D. in mathematics education in 2000 from Texas A&M University. She has taught high school mathematics in Texas and mathematics at the university level in China.

Dr. An, a native of China, has 20 years of teaching experience in mathematics and mathematics education at various levels, with nine years in China and 11 years in the U.S. In the past six years, Dr. Shuhua An has taught mathematics education courses for graduates and mathematics methods courses for elementary and middle school pre-service teachers, not only in the College of Education, but also in the Mathematics Department.

Dr. An is an internationally recognized scholar and researcher in the areas of comparative study, mathematics teachers' pedagogical content knowledge, teaching and learning, and technology integration in mathematics education. Dr. An has received research grant awards for scholarship and creativity from CSULB every year since 2000, and she also received a research grant award in the year 2002-2003 from the American Educational Research Association (AERA) and the U.S. Department of Education's Institute of Education Sciences (IES).

Dr. An is the author of the new book entitled, "The Middle Path in Math Instruction - Solutions for Improving Math Education," and the author of numerous research articles and book chapters. Dr. An is a member of the editorial board of the *Journal of Mathematics Education* and a member of the board of directors for the California Association of Mathematics Teacher Educators (CAMTE).



Rhoda Coleman, Ed.D.: ELA/Reading & History-Social Studies Lead



Dr. Rhoda Coleman received her Ed.D. in *Educational Leadership: Language and Literacy* at the University of Southern California. Dr. Coleman is currently a research fellow for the Center for Language Minority Education and Research at California State University, Long Beach.

Dr. Coleman served as a teacher in grades 1-6 in the Lennox School District, where she was California Teacher of the Year (1995), California Council for the Social Studies Teacher of the Year (1996), a recipient of the Milken National Educator Award (1996), and a recipient of USC's ROSE Award (2000) for outstanding service to education.

Subsequently Dr. Coleman became a reading/language arts consultant for the Los Angeles County Office of Education. She provided professional development to districts throughout Los Angeles County (LACOE). As a consultant-in-charge in the division of Educational Television and Telecommunications at LACOE, she wrote and produced 26 teacher training videos and designed and taught online courses for reading, writing and English language development. She then taught credential candidates as full-time faculty at California State University, Dominguez Hills (CSUDH) for three years. At CSUDH and then at USC, Coleman supervised student teachers and taught methods courses in history/social science, reading/ language arts and theories of English language acquisition and learning. She also taught the Intervention class for the Reading Certificate at USC. She currently teaches in the Reading Certificate program at UCLA.

Dr. Coleman is also a series consultant for Harcourt Social Studies, is an active trainer for the California Reading and Literature Project at UCLA and the California History/Social Science Project, and she continues to consult for LACOE, working with Program Improvement schools. She provides professional development for English Language Development throughout California.



Susan Gomez-Zwiep, Ph.D.: Science Lead



Dr. Susan Gomez-Zwiep is an associate professor of Science Education at California State University, Long Beach. She received her B.A. in biology from the University of California, Berkeley and Ph.D. in 2005 in Science Education from the University of Southern California. Dr. Gomez-Zwiep has taught middle school science for 12 years in Los Angeles.

Dr. Gomez-Zwiep was a panel member for the California Commission on Teacher Credentialing in 2000 which developed subject matter requirements for single subject science credential programs in California as well as the single subject science exam (CSSET).

Dr. Gomez-Zwiep has also worked with CAESL, the Center for the Assessment and Evaluation of Student Learning, which aims to improve student learning and understanding in science by focusing on effective assessment. Dr. Gomez-Zwiep has also worked with K-12 Alliance since 1998. The K-12 Alliance (CSIN, SPAN, SS&C) is a statewide organization dedicated to improving student performance and achievement in mathematics and science in California through professional development focusing on improving teachers' pedagogy, leadership and content knowledge.