



## AUTHORS

**Arthur N. Applebee** was Distinguished Professor in the School of Education of the University at Albany, State University of New York; chair of the Department of Educational Theory and Practice; and director of the Center on English Learning and Achievement until his death in 2015. He was a frequent advisor at international, national, state, and local levels on effective approaches to language and literacy education. Applebee was a past president of the National Conference on Research in Language and Literacy and was recognized for the cumulative contribution of his work by election to the Reading Hall of Fame and by the David H. Russell Award for Distinguished Research in the Teaching of English.

**Charles Bazerman**, Distinguished Professor of Education at the University of California, Santa Barbara, inquires into academic writing, the role of writing in society, and how writing forms and transforms people and societies. He is founder and former chair of the International Society for the Advancement of Writing Research and former chair of the Conference on College Composition and Communication. His books include *A Rhetoric of Literate Action*; *A Theory of Literate Action*; *The Languages of Edison's Light*; *Constructing Experience*; *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*; *The Informed Writer: Using Sources in the Disciplines*; *The Handbook of Research on Writing: History, Society, School, Individual, Text*; *Traditions of Writing Research*; *Genre in a Changing World*; and *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. He also has published more than 100 articles and chapters.

**Virginia W. Berninger** (PhD, psychology, Johns Hopkins University; licensed clinical psychologist) is a professor emeritus at the University of Washington, where she taught courses and advised doctoral and masters' students for 30 years in educational psychology, was a principal investigator on NICHD-funded research (1989–2008, 2011–2016) on assessing and teaching writers with and without specific learning disabilities in writing and a key investigator on other projects, and was active in service and outreach. Her career has been interdisciplinary (including Harvard Medical School and Tufts New England Medical

Center faculty positions and collaborations with geneticists, neuroimagers, educators, speech and language scientists, and computer scientists). Her research on writing has included the role of writing in creating hands-on engagement, developmental stepping-stones in writing, assessment and writing instruction for specific grade levels and populations (dysgraphia, dyslexia, OWL LD, cerebral palsy, spinal-cord injury), the writing path to reading, and the use of computers in writing assessment and writing instruction.

**Deborah Brandt** is a professor emeritus of English at the University of Wisconsin–Madison. Her research has focused on the changing conditions for literacy and literacy learning in the late twentieth- and early twenty-first-century United States. She has held fellowships from the Guggenheim Foundation, the National Endowment for the Humanities, the American Council of Learned Societies, and the US Department of Education, among others. Her most recent book is *The Rise of Writing: Redefining Mass Literacy* (2015), winner of the 2016 Mina P. Shaughnessy Prize from the Modern Language Association.

**Steve Graham** is a Mary Emily Warner Professor in the Division of Educational Leadership and Innovation in the Mary Lou Fulton Teachers College at Arizona State University. For more than 30 years he has studied how writing develops, how to teach it effectively, and how writing can be used to support reading and learning. In recent years, he has been involved in the development and testing of digital tools for supporting writing and reading. His research involves typically developing writers and students with special needs in both elementary and secondary schools, with much of it occurring in classrooms in urban schools. He is coeditor of the *Handbook of Writing Research*, the *Handbook of Learning Disabilities*, and the *APA Educational Psychology Handbook*, and coauthor of *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*, *Powerful Writing Strategies for all Students*, and *Making the Writing Process Work: Strategies for Composition and Self-Regulation*. He is also coauthor of three influential Carnegie Corporation reports: *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, *Writing to Read: Evidence for How Writing Can Improve Reading*, and *Informing Writing: The Benefits of Formative Assessment*.

**Jill V. Jeffery** examines how competent writing is conceptualized in instruction and assessment in secondary and postsecondary settings. Her research on writing instruction, assessment, and development has been published in *Research in the Teaching of English*; the *Journal of Literacy Research*; *Writing and Pedagogy*; *Assessing Writing*; and *Reading and Writing*. In her current position at the Centre for Linguistics at Leiden

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University in the Netherlands, Jeffery is analyzing how frameworks for writing development compare cross-nationally.

**Paul Kei Matsuda** is a professor of English and director of second language writing at Arizona State University. He has published widely on the teaching and learning of writers who are actively developing language proficiency along with literacy. He is founding chair of the Symposium on Second Language Writing and editor of a book series on second language writing, and has served as the president of the American Association for Applied Linguistics. His recent publications include the *Handbook of Second and Foreign Language Writing* and *Professionalizing Second Language Writing*.

**Sandra Murphy**, professor emeritus at the University of California, Davis, has coauthored several books on writing and writing assessment, including *Designing Writing Tasks for the Assessment of Writing* (with Leo Ruth), *Writing Portfolios: A Bridge from Teaching to Assessment* and *Uncommonly Good Ideas: Teaching Writing in the Common Core Era* (with Mary Ann Smith), *Portfolio Practices: Lessons from Schools, Districts and States* (with Terry Underwood), and a book series, *Assessment for Learning: Using Rubrics to Improve Student Writing* (with Sally Hampton and Margaret Lowry). She has served as a consultant for a range of educational and assessment programs, including the National Assessment of Educational Progress, the New Standards Project, the Common Core State Standards Initiative, the Smarter Balanced Assessment Consortium, and the National Writing Project.

**Deborah Wells Rowe** is a professor of early childhood education at Peabody College, Vanderbilt University. Her research focuses on how preschool and primary-grade children learn to write. Recently, she has developed a descriptive measure of preschool writing and conducted research exploring young emergent bilinguals' use of tablet computers and digital cameras for multimodal, multilingual composing. She is the author of a book, *Preschoolers as Authors: Literacy Learning in the Social World of the Classroom*, and numerous research articles.

**Mary Schleppegrell** is a professor of education at the University of Michigan. Her research studies language development and the role of language in learning, with particular attention to second language learners of English. With her colleague Dr. Chauncey Monte-Sano, she is currently studying the ways middle school teachers support writing development in history/social studies. Her books include *The Language of Schooling: A Functional Linguistics Perspective* (2004), *Developing Advanced Literacy in First and Second Languages: Meaning with Power* (coedited with Cecilia Colombi, 2002), *Reading in Secondary Content Areas: A*

*Language-based Pedagogy* (with Zhihui Fang, 2008), and *Focus on Grammar and Meaning* (with Luciana de Oliveira, 2015). Her research is published in journals including *Learning and Instruction*, *Linguistics and Education*, *TESOL Quarterly*, the *Journal of Writing Research*, *Language Learning*, *Research in the Teaching of English*, *Reading and Writing Quarterly*, the *Annual Review of Applied Linguistics*, *Assessing Writing*, and *Written Communication*.

**Kristen Campbell Wilcox** is an assistant professor in the Educational Theory and Practice Department of the University at Albany, State University of New York. A former ESL and EFL teacher at the elementary, secondary, and postsecondary levels in the United States, Puerto Rico, and Brazil, she has focused her research on the intersections of language, culture, and achievement in different disciplinary contexts. She conducted a yearlong ethnography, as well as embedded state and national data analyses in the National Study of Writing Instruction (NSWI), from which she has published articles in journals such as *Writing and Pedagogy*, *Research in the Teaching of English*, and *English for Specific Purposes*. She also contributed a chapter to the Applebee and Langer book based on NSWI, *Writing Instruction That Works: Proven Methods for Middle and High School Classrooms*.