

# Summer Institute on Student Assessment and Evaluation

MONDAY, JULY 20 – THURSDAY, JULY 23

## PRESENTER BIOS

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**Dr. Penny Axelrod**, an experienced educator and educational diagnostician, shares her expertise as a literacy and special education consultant with school districts working towards systems change. As a faculty member at The College of Saint Rose in Albany, New York, and Tufts University, Medford, Massachusetts, she prepared general and special educators in assessment, literacy, research, and instructional strategies. Trained in an Orton-Gillingham methodology, she taught students with learning disabilities. She has been a speaker at national, regional and local conferences and professional development workshops and is the author of articles for professionals and the lay public.

Penny holds a doctorate and masters degrees in Special Education from Teachers College, Columbia University and had a post-doctoral fellowship in Pediatric Psychology at Tufts- New England Medical Center. She earned a B.A. with a major in Psychology and a minor in Dance from Bard College.

**Susan C Lowell** is a Board Certified Educational Therapist in private clinical practice in Chapel Hill, NC. Susan serves as a reading consultant to the US Dept. of State, Office of Overseas Schools and teaches a graduate level course on reading instruction for international teachers through Buffalo State, S.U.N.Y. As a teacher trainer for Brookes Publishing Company, Susan trains teachers in two research-based curricula in phonemic awareness: *Road to the Code* and *Phonemic Awareness in Young Children*. Susan serves as a member of the Board of Directors of the International Dyslexia Association.

**Dr. Nancy Mather** is a Professor at the University of Arizona in the department of Special Education, Rehabilitation, and School Psychology. She specializes in the areas of assessment, reading, writing, and learning disabilities. She has served as a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant. She has published numerous articles and conducts workshops on assessment and instruction nationwide. Dr. Mather is a co-author on the Woodcock-Johnson III and has co-authored two books on interpretation and application of the WJ III: *Woodcock-Johnson III: Reports, recommendations, and strategies* (Mather & Jaffe, 2002) and *Essentials of WJ III Tests of Achievement Assessment* (Mather, Wendling, & Woodcock, 2001). In addition, she has recently co-authored the books: *Learning disabilities and challenging behaviors: A guide to intervention and classroom management (2<sup>nd</sup> ed.)* (Mather & Goldstein, 2008), *Evidence-based interventions for students with learning and behavioral challenges* (Morris & Mather, 2008), *Essentials of Assessment Report Writing* (Lichtenberger, Mather, Kaufman, & Kaufman, 2004), and *Essentials of Evidence-based Interventions* (Wendling & Mather, 2009).

**Barbara A. Wilson**, M.Ed., is the director of Wilson Language Training and co-founder of the Wilson Learning Center for children and adults with language learning disabilities. Her experience includes special education public school teacher and reading therapist at the Language Disorders Unit at the Massachusetts General hospital. Barbara has served on several national and educational organizations and is a founding fellow of the Academy of Orton-Gillingham Practitioners and Educators.

Author of several publications on literacy, in 2004, Barbara was invited to the White House to report on literacy instruction in middle and high schools to the President's Domestic Policy Advisor on Education.

Barbara is also chairperson of the Advisory Council for the Language and Literacy graduate program at Simmons College in Boston, Massachusetts.