

About the Authors of *Instructional Practices That Maximize Student Achievement (2017)*

The six authors of the book, have expertise in a broad range of student grade levels and academic content areas. Collectively, they taught all grades from pre-school through high school. Their content-specific teaching experience includes reading, writing, mathematics, science, technology, social studies, special education, and English language learning. The authors have experience teaching in urban, suburban, and rural schools. All six of the authors have also worked as teacher trainers and have trained thousands of teachers and administrators in more than 150 school districts in the United States and Canada.

Jalene Tamerat, (Doctoral Candidate)

Jalene Tamerat is a doctoral candidate in Educational Leadership and Policy Studies at Boston University.



Prior to her pursuit of full time graduate study, she worked in Boston Public Schools for ten years, the last eight of these as science teacher and teacher leader at the Josiah Quincy Upper School. At the Quincy Upper, in addition to her teaching duties, Jalene led groups of teachers through various school-based reform initiatives, including a comprehensive School Quality Review. Jalene also worked as part of a small team to develop the school's curriculum and practices for the adoption of the International Baccalaureate Program, and supported the school through its first few years of implementation. Since 2014, Jalene has been working with Breakthrough Greater Boston to provide instructional coaching to aspiring science teachers.

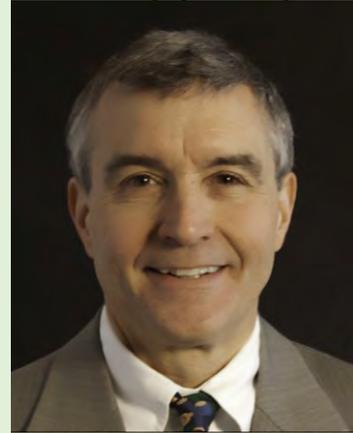
Jalene received her B.A. in political science from the University of Massachusetts, Amherst, and holds master's degrees from Emmanuel College (M.A.T) and Harvard University (Ed.M., Education Policy and Management). In 2008, she earned administrative licensure through participation in the Greater Boston Principal Residency Network. Her research at Boston University involves the experience of urban teachers as global competence educators. She is also a co-author on a soon to be released book on effective teaching. Her major area of focus in the book is the brain and learning.



Victoria Greer Ph.D. Dr. Greer began her career as a special education teacher in Nashville, TN. She then became a school liaison supervisor coordinating after school and summer programs in underserved communities in Nashville. In 2006 she became an instructional facilitator providing teachers with professional development opportunities. Among the programs she provided were programs designed to close the achievement gap between special education and general education students. In 2009 she became the director of instruction for the city of Nashville. She presently serves as the assistant superintendent of student services for the Cambridge, Massachusetts Public Schools. In this role she supervises all special education and clinical services in the district.

William B. Ribas Ph.D.

Bill is has more than 36 years of experience as a paraprofessional, teacher, administrator, and consultant in a number of school districts. His teaching experience includes elementary, middle school, and high school. His administrative experience includes assistant principal, principal, director of pupil and personnel services, and assistant superintendent. Bill's other books include *Educator Supervision and Evaluation That Works*, *Social-Emotional Learning in the Classroom*, and *Inducting and Mentoring Educators New to the District*, which are published nationally and internationally. He has also published articles in a variety of practitioner journals. Currently, Bill is the president of Ribas Associates and Publications Inc., an educational consulting, training, and publishing company. The company is dedicated to the growth and development of paraprofessionals, teachers and administrators. Since the company's inception in 2002, Bill and the other Ribas Associates consultants have worked with over 110 of urban, suburban, and rural school districts, helping educators raise student performance and better meet the needs of all students.

**Deborah A. Brady, Ph.D.**

With over thirty-five years in public and private education, Debby Brady has had experience as a teacher, administrator, and co-teacher. Deb has served as an assistant superintendent for teaching and learning in two districts for over 17 years. She has taught middle school, high school and college as an English, reading, and writing teacher and instructor. In addition, Deb has served as a Director of a Learning/Writing Center at Dean College, and as an adjunct professor at Lesley College, Assumption College, Worcester State College, and Fitchburg State College where she taught both graduate and undergraduate courses in curriculum, reading, literacy, and writing. Deborah earned her doctorate at Lesley in educational studies. Her research focused on the impact of a standards-based curriculum on teaching, co-teaching, learning and assessment. Her special areas of interest include curriculum assessment, development, and improvement; instructional leadership and teacher evaluation; formative assessment and the effective use of feedback and data to improve instruction and student achievement; the gradual release of responsibility; effective data team development; literacy across the content areas and its assessment in reading, writing, speaking, listening, and accountable talk. Her initiatives as a district leader included: Instructional Rounds, MTSS-RTI, International Baccalaureate, teacher leadership, and Understanding by Design.

**Colleen Billings M.A.T.**

Colleen Billings has been a district director of ESL programs and taught ESL and bilingual education and has for twenty-five years. She served on the Bilingual/ELL Advisory Council for the Massachusetts Department of Education. She served as a Sheltered English Immersion Professional Development Coordinator for the Massachusetts Department of Elementary and Secondary Education. She currently works in Andover, Massachusetts Public Schools where she teaches ESL and leads professional development workshops related to the academic needs of English learners. In addition, she teaches graduate level courses at The School of Education & Social Policy Teacher Education Programs at Merrimack College.



Jennifer Antos Deane Ph.D.

Jenny Deane holds a doctorate from Boston College in curriculum and instruction with an emphasis on math and literacy education in the elementary and middle school classrooms. While working in Braintree, Massachusetts, she was chosen as Teacher of the Year. She was also a classroom teacher in North Reading and Needham, Massachusetts, public schools. She worked as a mathematics resource teacher and presently works as the Staff Development Coordinator in the Needham public schools. Currently, she teaches mathematical problem-solving skills to elementary students. Jenny has been influential in developing materials and training teachers to extend and remediate mathematics and literacy teaching. She also assists teachers with integrating mathematics and literacy across the curriculum. She authored the article “Daily Journals Connect Mathematics to Real Life” which appeared in *The Journal of Mathematics Teaching in the Middle School*.

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Instructional Practices

That Maximize Student Achievement

For Teachers, By Teachers

Third Edition

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