

Carol Dweck

Carol S. Dweck, Ph.D., is one of the world's leading researchers in the field of motivation. Her research includes psychology, social psychology, and personality psychology and examines the self-conceptions—what she calls mindsets—that people use to regulate their behavior. Her research looks at:

- Where mindsets originate,
- The role of mindsets in motivation and regulation of self, and
- The impact that mindsets have on achievement and interpersonal processes.



More about her and her work can be found here: <https://www.stanford.edu/dept/psychology/cgi-bin/drupal/cdweck>

Angela Duckworth

Dr. Angela Lee Duckworth is an associate professor of psychology at the University of Pennsylvania, studying how particular personality traits can predict success better than other factors, such as IQ and socio-economic level. Her work examines:

- “**Grit**: the tendency to sustain interest in, and effort toward, long-term goals, and
- **Self-Control**: the voluntary regulation of behavioral, emotional, and attentional impulses.”



More about her and her work can be found here: <http://www.macfound.org/fellows/889/#sthash.r8vSxdpd.dpuf>

Sir Michael Rutter

Professor Sir Michael Rutter, often described as the “father of child psychiatry,” is professor of developmental psychopathology at the Institute of Psychiatry, Kings College, London. Author of more than 40 books and 400 papers or chapters, his wide-ranging research includes:

- Autism,
- Antisocial behavior,
- Influences on children's behavior, and
- The concept of **resilience** (overcoming stress or adversity).



More about him and his work can be found here: <https://kclpure.kcl.ac.uk/portal/michael.rutter.html>

Martin Seligman

Dr. Martin E.P. Seligman, former president of the American Psychological Association, is the director of the Penn Positive Psychology Center and the Penn Master of Applied Positive Psychology program (MAPP), as well as a professor of psychology at Penn State. He has authored over 250 scholarly publications and 20 books—most notably: *Learned Optimism*, *What You Can Change & What You Can't*, *The Optimistic Child*, *Learned Helplessness*, and *Abnormal Psychology* (with David Rosenhan). He is known for his work in:



- Positive psychology,
- Resilience, and
- Learned helplessness.

More about him and his work can be found here: <http://www.ppc.sas.upenn.edu/bio.htm>

Larry Brendtro

Dr. Larry Brendtro, Ph.D., is the founder of multiple institutes addressing troubled youth in the United States. He has over 40 years of experience in youth work, education, and treatment, and has authored or co-authored 12 books and 200 articles about challenging youth. His work focuses on:



- Positive psychology,
- Building strength and resilience,
- Strength-based interventions and assessments, and
- How to be successful with challenging youth.

More about him and his work can be found here: <https://www.reclaiming.com/content/brendtro>

Roberta Espinoza

Dr. Roberta Espinoza, Ph.D., is an assistant professor of sociology at Pitzer College. Her research “examines the role of social and cultural capital in the educational advancement and success of first-generation college students.” She has authored two books and numerous papers, focusing on various topics, such as:



- College readiness for socio-economically disadvantaged students,
- Social stratification,
- Social and cultural capital,
- Social networks, and
- Access to higher education.

More about her and her work can be found here: <http://www.pitzer.edu/academics/faculty/espinoza/>

Mary-Helen Immordino-Yang

Dr. Mary Helen Immordino-Yang, Ed.D., is an affective and social neuroscientist and human development psychologist in the areas of social emotion, self-awareness, and culture, and their implications for urban schools. She has authored or co-authored over a dozen books, chapters, and articles. Her work centers on:



- The role of neuroscience in classroom learning,
- The social world's effect on adolescent brain development, especially in relation to urban children,
- Development of social emotions, like inspiration, awe, admiration, compassion, and gratitude, and
- Social interaction.

More about her and her work can be found here: <http://rossier.usc.edu/faculty-and-research/directories/a-z/profile/?id=47>

Richard Davidson

Richard J. Davidson, Ph.D., is a professor of psychology and psychiatry at the University of Wisconsin-Madison, studying, among other things, the correlation of brain activity to emotions. He is most well-known for his stance that emotions, like happiness and compassion, are learned skills. He has authored, co-authored, and edited numerous publications, including his most recent book *The Emotional Life of Your Brain*. His research includes:



- Neuroplasticity,
- Brain interactions in the regulation of emotion, and
- Meditation's impact on the brain.

More about him and his work can be found here: <http://richardj davidson.com/>

Dan Siegel

Dr. Dan Siegel, Ph.D., is a professor of psychiatry at the UCLA School of Medicine, and a pioneer in the field of interpersonal neurobiology. He has authored several scholarly publications and books—most notably, *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*, *The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being*, and *Brainstorm: The Power and Purpose of the Teenage Brain*. His work discusses:



- Mindfulness,
- The correlation between the brain and emotions, and
- The role of brain development on young people's behavior and relationships.

More about him and his work can be found here: <http://www.drdansiegel.com/>

Spencer Kagan

Dr. Spencer Kagan, former clinical psychologist and full-time professor of psychology and education at UC Berkeley, is a world renowned author and keynote speaker in the field of education and psychology. His work derives from the idea that behavior should be established by using structures in order to prevent and redirect misbehavior. His cooperative learning and multiple intelligence structures, like “Think–Pair–Share,” are used in classrooms worldwide. His research focuses on:

- Engagement,
- Cooperative learning,
- Promoting responsible behavior, and
- Improving students’ social skills.

More about him and his work can be found here: <http://spencerkagan.weebly.com/>



Sir Ken Robinson

Sir Ken Robinson, Ph.D., University of Warwick professor emeritus, is an internationally recognized leader in the development of creativity, innovation, and human resources in education. He works with governments and educational systems in Europe, Asia, and the United States. Of his many publications, he is most known for: *The Element: How Finding Your Passion Changes Everything*, *Out of Our Minds: Learning to be Creative*, and his 2006 TED Talk, *How Schools Kill Creativity*. His work involves:

- Creativity,
- Innovation,
- Education reform, and
- 21st century needs and issues.

More about him and his work can be found here: <http://sirkenrobinson.com/>

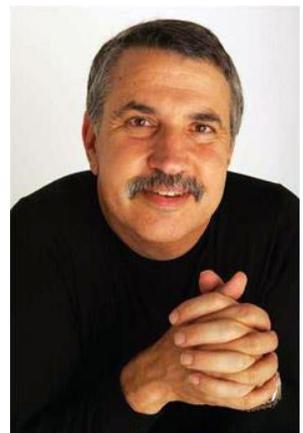


Thomas L. Friedman

Thomas L. Friedman is a foreign affairs columnist for the *New York Times*, Pulitzer Prize winner, and multiple-time *New York Times* Bestselling Author. He is most noted for the novels *From Beirut to Jerusalem* and *The World is Flat*. His work includes various topics, such as:

- Globalization,
- Economics,
- 21st century issues, and
- Education reform.

More about him and his work can be found here: <http://www.thomasfriedman.com/>



Daniel Pink

Daniel H. Pink is a lecturer and multiple-time *New York Times* Bestselling Author. He is most known for his books *A Whole New Mind* and *Drive*. His work includes numerous topics, such as:

- Motivation,
- Economic transformation,
- 21st century skills, and
- Influence.



More about him and his work can be found here: <http://www.danpink.com/>

Maria Montano Harmon

Dr. Maria Montano-Harmon, Ph.D., is a socio-linguist, former professor at Cal State Fullerton, and educational consultant. She is most well known for her work regarding identifying formal and casual language registers and their impact on student achievement for English language learners. Her research has focused on:

- Literacy,
- Discourse analysis,
- Verbal interactions, and
- Strategies to help English language learners.

More about her and her work can be found here: http://articles.latimes.com/1990-05-22/local/me-354_1_chicano-english

Robert B. Kaplan

Dr. Robert B. Kaplan, Ph.D., is emeritus professor of applied linguistics at the University of Southern California. He has authored or edited some 50 books, more than 165 articles in scholarly journals and as chapters in books, most notably: *Cultural Thought Patterns in Inter-Cultural Education*. His work has focused on:

- Contrastive rhetoric;
- Analysis of written discourse;
- Language policy and planning; and
- ESL/EFL teaching.

More about him and his work can be found here: <https://emeriti.usc.edu/mini-bios/dr-robert-b-kaplan/>

Lera Boroditsky

Dr. Lera Boroditsky, Ph.D., is an associate professor of cognitive science at UCSD and editor in chief of *Frontiers in Cultural Psychology*. Her articles and lectures focus on the impact that language has on the way that people think. Her research topics include:



- Linguistics,
- Cognition,
- Brain science, and
- Perceptions stemming from language differences.

More about her and her work can be found here: <http://lera.ucsd.edu/>

Jim Cummins

Dr. Jim Cummins, Ph.D., is a professor with the department of curriculum, teaching, and learning at the University of Toronto. He is most known for his work regarding the distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) to categorize a student's language ability. His research and lectures discuss:



- Educational literacies,
- Multiliteracies,
- Second language learning,
- Development of literacy, and
- Multicultural education.

More about him and his work can be found here: <http://iteachilearn.org/cummins/index.htm>

James Gee

Dr. James Paul Gee, Ph.D., is the Mary Lou Fulton Presidential Professor of Literacy Studies at Arizona State University. A renowned expert in the field of literacy, his work laid the foundations for “New Literacy” studies. He has published numerous books, chapters, and papers—most notably, *Sociolinguistics and Literacies*, *An Introduction to Discourse Analysis*, and *What Video Games Have to Teach Us About Learning and Literacy*. His research includes:



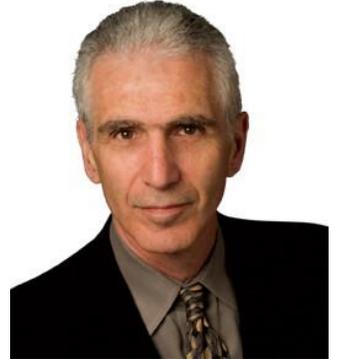
- Discourse analysis,
- Identity,
- Literacy,
- Social linguistics, and
- Applying video games to the classroom.

More about him and his work can be found here: <https://webapp4.asu.edu/directory/person/1054842>

Robert Marzano

Robert J. Marzano, Ph.D., is a prominent speaker and trainer, and cofounder and CEO of Marzano Research Laboratory in Colorado. His research and classroom strategies are widely used around the world. He's authored more than 30 books and 150 articles—most notably, *The Art and Science of Teaching* and *Effective Supervision*. His research examines:

- Instruction,
- Assessment,
- Effective leadership, and
- School intervention.



More about him and his work can be found here: <http://www.marzanoresearch.com/robert-j-marzano>

Geneva Gay

Dr. Geneva Gay is professor of education at the University of Washington-Seattle, where she teaches multicultural education and general curriculum theory. She has authored a number of books and chapters, including *Culturally Responsive Teaching*. She is nationally and internationally known for her research in:

- Multicultural education,
- Classroom instruction, and
- Culturally relevant teaching and learning.



More about her and her work can be found here: <http://education.uw.edu/people/faculty/ggay>

Pedro Noguera

Dr. Pedro Noguera, Ph.D., is a professor of education in the Steinhardt School of Education at New York University. His work focuses on the impact that demographic trends and socio-economic conditions have on schools, especially in urban areas. He has published several books and over 150 research articles, monographs, and research reports on a wide range of topics, such as:

- Urban school reform,
- Student achievement,
- Youth violence, and
- Race and ethnic relations in American society.



More about him and his work can be found here: http://steinhardt.nyu.edu/faculty/Pedro_Noguera

James Banks

Dr. James A. Banks, Ph.D., is the “father of multicultural education” and the Kerry and Linda Killinger Endowed Chair in Diversity Studies and director of the Center for Multicultural Education at the University of Washington, Seattle. He has written and edited numerous books, articles, and chapters, including: *Cultural Diversity and Education: Foundations, Curriculum and Teaching*, *An Introduction to Multicultural Education*, and the *Handbook of Research on Multicultural Education*. His work discusses:



- Multicultural education,
- Social studies,
- Multicultural literacy, and
- Curriculum transformation/reform.

More about him and his work can be found here: <http://faculty.washington.edu/jbanks/index.htm>

Linda Darling-Hammond

Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University. Named one of the 10 most influential people affecting educational policy, she has more than 300 publications to her credit, including: *What Matters Most: Teaching for America's Future*, *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able to Do*, *Teaching as the Learning Profession: A Handbook of Policy and Practice*, and *The Right to Learn: A Blueprint for Schools that Work*. Her research topics include:



- Education reform,
- Curriculum and instruction,
- Educational equality and access,
- Standards testing, and
- Teacher training and development.

More about her and her work can be found here: <https://ed.stanford.edu/faculty/ldh>

Gloria Ladson-Billings

Dr. Gloria Ladson-Billings, Ph.D., is an acclaimed author and researcher, and is the assistant vice chancellor of academic affairs in the department of curriculum and instruction at the University of Wisconsin-Madison. She has authored a number of books and more than 90 journal articles and chapters—most notably, *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*. Her research primarily examines:



- Critical race theory, and
- Culturally relevant teaching.

More about her and her work can be found here: <http://ci.education.wisc.edu/ci/people/faculty/gloria-ladson-billings>

Albert Bandura

Dr. Albert Bandura, Ph.D., is a psychologist and the David Starr Jordan Professor of Social Science in Psychology, Emeritus. One of the most influential psychologists living today, he is most well known as the originator of social learning theory. Over his career, his research has included:

- Sociocognitive development,
- Self-efficacy,
- Behavior modeling,
- Motivation, and
- Self-regulation.

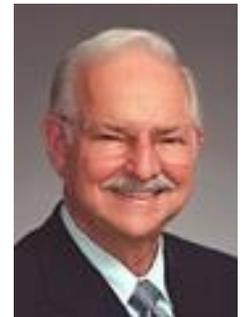


More about him and his work can be found here: <http://www.uky.edu/~eushe2/Bandura/bandurabio.html>

Arthur Costa

Dr. Arthur L. Costa is a professor of education, emeritus, from California State University, Sacramento. His work specializes in helping educators teach students higher level thinking skills. Of his numerous books and articles, he is most known for: *Habits of Mind: A Developmental Series*, *Developing Minds: A Resource Book for Teaching Thinking*, and *Cognitive Coaching and Techniques for Teaching Thinking*. His work primarily focuses on:

- Developing students' thinking skills,
- Teaching strategies,
- Supervision, and
- Improvement of instruction.

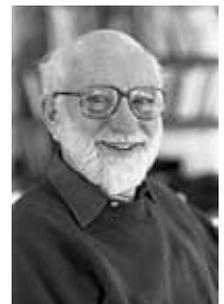


More about him and his work can be found here: <http://www.habitsofmind.co.uk/behind-the-habits.html>

John H. Flavell

Dr. John H. Flavell, Ph.D., is a developmental psychologist, and the Anne T. and Robert M. Bass Professor in the Stanford School of Humanities and Science, Emeritus. He has authored over 24 books and chapters, and over 115 articles—most notably: *The Developmental Psychology of Jean Piaget*. Topics of focus include:

- Metacognition,
- Cognitive growth in children,
- Children's understanding of appearance versus reality,
- Intentionality, and
- Theory of mind.



More about him and his work can be found here: http://bingschool.stanford.edu/researchpub_jflavell.html

David T. Conley

Dr. David T. Conley is the founder and chief executive officer of EPIC, and Professor of Educational Policy and Leadership, and founder and director of the Center for Educational Policy Research (CEPR) at the University of Oregon. He is an internationally recognized speaker, policy maker, and author, most known for his *Standards for Success* and *College Knowledge* reports. His work focuses on the topics:

- College readiness;
- High school-college alignment and transition;
- Education policy; and
- Career readiness.



More about him and his work can be found here: <http://www.epiconline.org/who-we-are/founder.dot>

Michael Fullan

Michael Fullan is the former dean and professor emeritus of the Ontario Institute for Studies in Education at the University of Toronto. He is globally recognized as an authority on educational transformation and reform, advising policymakers and leaders worldwide. He has written several award-winning and bestselling books, including: *Leading in a Culture of Change* and *Turnaround Leadership*. His work focuses on:

- Education reform,
- Organizational change,
- Transformational leadership, and
- Change culture.



More about him and his work can be found here: <http://www.michaelfullan.ca/>

Simon Sinek

Simon Sinek is a trained ethnographer, leadership consultant and trainer, and global bestselling author of *Start with Why: How Great Leaders Inspire Everyone to Take Action*. His TED Talk about the concept of “Why” is the second most watched talk on TED.com. His work focuses on:

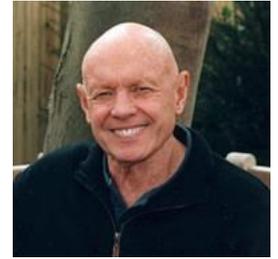
- Leadership,
- Decision-making,
- Inspiration, and
- Creating change.



More about him and his work can be found here: <https://www.startwithwhy.com/Home.aspx>

Stephen Covey

Dr. Stephen R. Covey was an international authority and expert on leadership and organization, and one of Time Magazine's 25 most influential Americans. Of his many bestselling and award-winning books, he is most known for *The Seven Habits of Highly Effective People*. Topics of focus include:

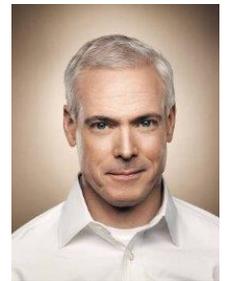


- Principle-centered leadership,
- Effective leadership, and
- Productivity.

More about him and his work can be found here: <https://www.stephencovey.com/about/about.php>

Jim Collins

Jim Collins is a management consultant to executives in the corporate and social sectors, a teacher, and a bestselling author. His work examines what makes some companies last, while others fail. He is most known for the following books: *Built to Last*, *Good to Great*, and *How the Mighty Fall*. His research explores:



- Company sustainability, and
- Organizational growth.

More about him and his work can be found here: <http://www.jimcollins.com/about-jim.html>

Robyn Jackson

Dr. Robyn R. Jackson, Ph.D., is founder and CEO of the professional development firm Mindsteps™. A former teacher and administrator, she is now a bestselling author, keynote speaker, and acclaimed professional developer. Of her seven books, she is most known for *Never Work Harder than Your Students*. Among other things, her work explores:



- Mastery teaching,
- Rigorous instruction,
- Student support, and
- Instructional leadership.

More about her and her work can be found here: <http://www.mindstepsinc.com/welcome>

Ron Ritchhart

Dr. Ron Ritchhart, Ed.D., is a former teacher and senior research associate at Project Zero, Harvard Graduate School of Education. His work regarding group culture has been influential for educators worldwide. He is best known for his book: *Intellectual Character: What it is, Why it matters, How to get it*. His research focuses on:



- Learning environments,
- Mindfulness,
- Intellectual character,
- Teaching for understanding, and
- School and classroom culture.

More about him and his work can be found here: <http://www.ronritchhart.com/Welcome.html>

Donna Ford

An award-winning professor, author, researcher, and lecturer, Dr. Donna Y. Ford is well respected for her work focused on gifted education and multicultural/urban education. Dr. Ford is professor of education and human development at Vanderbilt University. Her work focuses on:



- Recruiting and retaining culturally diverse students in gifted education,
- Multicultural and urban education,
- Minority student achievement and underachievement, and
- Family involvement.

More about her and her work can be found here: <http://www.drdonnayford.com/>

Gilman Whiting

Dr. Gilman W. Whiting, Ph.D., is an associate professor of African American and diaspora studies and also teaches in the Peabody College of Education in the department of human and organizational development at Vanderbilt University. He has authored over 30 articles and is most well known as the creator of the scholar identity model and co-director of the Scholar Identity Institute for young black males with Dr. Donna Ford. His research examines:



- Issues related to young males of color,
- Motivation,
- Psychosocial behavior, and
- Scholar identities.

More about him and his work can be found here: <http://gilmanwhiting.cgpublisher.com/biography.html>

John Medina

Dr. John J. Medina, Ph.D., is a developmental molecular biologist, research consultant, and an affiliate professor of bioengineering at the University of Washington School of Medicine. He's authored several books—most notably, the best-seller: *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*. His work discusses:

- School and work environments,
- Brain science's influence on teaching,
- Genetics of human brain development,
- The brain's reaction to, and organization of, information, and
- Mental health.

More about him and his work can be found here: <http://brainrules.net/about-the-author>



William Glasser

Dr. William Glasser, MD, was a psychiatrist, speaker, and professor. He is best known for his work creating reality therapy and choice theory—both methods that are taught the world over. His books and research focus on:

- Motivation,
- Behavior,
- Counseling, and
- School improvement.

More about him and his work can be found here: <http://www.wglasser.com/who-we-are>

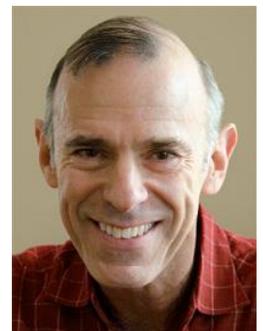


Tony Wagner

Dr. Tony Wagner, Ed.D., currently serves as an Expert in Residence at Harvard University's new Innovation Lab. A former teacher, professor and administrator, he is now an international speaker and bestselling author. He is most known for the book: *The Global Achievement Gap*. His work focuses on:

- Innovation,
- 21st century skills,
- Instructional leadership, and
- School improvement.

More about him and his work can be found here: <http://www.tonywagner.com>



Clifford Adelman

Dr. Clifford Adelman, Ph.D., is a senior associate with the Institute for Higher Education Policy (IHEP). Formerly senior research analyst at the U.S. Department of Education, he contributed to *A Nation at Risk* and the higher education follow-up, *Involvement in Learning*. His research focuses on:

- Assessment (including standardized testing),
- Access to higher education,
- Two-year to four-year college transfer rates,
- College completion rates, and
- Curriculum alignment between secondary and postsecondary.



More about him and his work can be found here: <http://www.ihep.org/about-ihep/who-we-are/bio/clifford-adelman-phd>

Ruby Payne

Dr. Ruby K. Payne, Ph.D., a former teacher and administrator, is the founder of aha! Process and an international speaker. She is best known for her book, *A Framework for Understanding Poverty*, and workshops of the same name. Her work addresses:

- Culture of poverty,
- Economic class mindsets, and
- Cultural capital.



More about here and her work can be found here: <http://www.ahaprocess.com/who-we-are/dr-ruby-payne/>