

Staff Biographies

Susan Jo Russell is a principal scientist at the Education Research Collaborative at TERC in Cambridge, MA. She is the co-director of the *2nd Edition of Investigations in Number, Data and Space®* curriculum project and was the principal investigator of the first edition of *Investigations*. Susan Jo is also a principal investigator for *Developing Mathematical Ideas*, a professional development curriculum series for elementary and middle-grade teachers. Dr. Russell has worked at TERC for over 20 years, directing projects that have focused on computer education, mathematics for special needs students, professional development in mathematics for elementary and middle school teachers, research on students' and teachers' understanding of mathematics, and curriculum design for elementary students. Her current work focuses on issues of professional development and leadership development in elementary mathematics and on understanding how practicing teachers can learn more about mathematics and about children's mathematical thinking.

Karen Economopoulos is a project director at the Education Research Collaborative at TERC in Cambridge, MA. She is the co-director of the *2nd Edition of Investigations in Number, Data and Space®* curriculum project and the director of the K-2 development team. Prior to this, she co-directed the *Investigations* Implementation Center. As such she worked extensively with classroom teachers, administrators and school districts in the area of curriculum reform. A former K-1-2 classroom teacher, Karen directed the K-2 development of the first edition of *Investigations*. She co-authored [Beyond Arithmetic: Changing Mathematics in the Elementary Classroom](#), and directed an Exxon-funded staff development project focused on mathematics in the kindergarten classroom. Karen has served on the Mathematical Sciences Education Board and is a former consultant with Marilyn Burns Education Associates.

Lucy Wittenberg is a project director at the Education Research Collaborative at TERC in Cambridge, MA. She is the director of the grades 3-5 development team of the *2nd Edition of Investigations in Number, Data and Space®* curriculum project. Prior to this work, Lucy was a member of the *Investigations* Implementation Center and *Investigations* Workshops project. She has extensive experience supporting teachers and administrators with the implementation of the *Investigations* curriculum. She is also a contributing author of professional development curriculum, *Bridges to Classroom Mathematics* Project. Lucy is a former Lucy 3rd and 4th grade teacher.

Virginia Bastable is the Director of the SummerMath for Teachers Program at Mount Holyoke College and a senior author on the grades 3-5 *2nd Edition of Investigations in Number, Data and Space®* curriculum project with a special focus on early algebra. Dr. Bastable is also a principal investigator and developer of the *Developing Mathematical Ideas* Professional Development Curriculum. She has also coauthored several papers about early algebra including, Classroom Stories: Examples of Elementary Students Engaged in Early Algebra and Early Algebra: What Does Understanding the Laws of Arithmetic Mean in the Elementary Grades? Prior to directing SummerMath, Virginia was a secondary school classroom teacher.

Katie Bloomfield is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA and a senior author on the grades 3-5 *2nd Edition of Investigations in Number, Data and Space*® curriculum project. Katie is a former 3rd and 4th grade teacher, and was a field test teacher for the development of *Investigations*. As a member of the Investigations Implementation Center and the Investigations Workshop project, Katie designed and taught professional development workshops nationally for teachers and school districts implementing *Investigations*.

Keith Cochran is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA and a senior author on the grades 3-5 *2nd Edition of Investigations in Number, Data and Space*® curriculum project. His background is in classroom teaching and professional development in mathematics for teachers and administrators. His work in the Clark County School District (Las Vegas, NV) included the initial implementation of *Investigations*, and serving as the district site leader for the field tests of *Bridges to the Mathematics Classroom*, *Developing Mathematical Ideas* and *Lenses on Learning*. He has served on the staff of the DMI Leadership Institutes, and is the mathematics resource partner for Bank Street College's *Teachers for a New Era* initiative.

Nancy Horowitz is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA and a senior author on the grades 3-5 *2nd Edition of Investigations in Number, Data and Space*® curriculum project. Prior to her work as a curriculum developer, Nancy was a classroom teacher and mathematics coach. She is also certified teacher of English as a Second language and has worked extensively with English language learners. Nancy was a field test teacher for the development of *Investigations* and a participant in several NSF funded teacher development projects including *Teaching to the Big Ideas* and the *Teacher Curriculum Partnership project*. Nancy has designed and taught professional development workshops nationally for teachers and school districts implementing *Investigations*.

Megan Murray is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA and a senior author on the grades K-2 *2nd Edition of Investigations in Number, Data and Space*® curriculum project. Megan is also a staff member of the *Investigations* Implementation Center which supports teachers, schools and districts that are implementing the *Investigations* curriculum. Megan has been involved in many aspects of the *Investigations* curriculum, including the initial field test and development. Megan is the author of [Schools and Families: Creating a Math Partnership](#), an extensive guide aimed at helping teachers and administrators answer the questions, “How do we engage parents as partners in the work of improving mathematics teaching and learning for all students?”

Deborah Schifter is a senior scientist at the Education Development Center in Newton MA. and a senior author on the grades K-2 *2nd Edition of Investigations in Number, Data and Space*® curriculum project with a special focus on early algebra. Dr. Schifter has worked as an applied mathematician, has taught elementary, secondary, and college level mathematics; and, since 1985, has been a mathematics teacher educator. She is a principal investigator and developer of *Developing Mathematical Ideas*, a professional development curriculum series for elementary and middle-grade teachers.

Erin Leidl is a Research and Development Specialist at the Education Research Collaborative at TERC and an author on the Grades K-2 *2nd Edition of Investigations in Number, Data, and Space*® curriculum project. She was a classroom observer during the field test of the second edition. Erin is a former classroom teacher and has a background in both biology and child development.

Darrell Earnest is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA, and an author on the *2nd Edition of Investigations in Number, Data, and Space* curriculum project with a focus on early algebra. He is also a researcher and teacher for the *Early Algebra Project*.

Young E. Oh is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA, and an author on the Grades 3-5 *2nd Edition of Investigations in Number, Data, and Space* curriculum project. She was a classroom observer during the field test of the second edition. Young has experience in curriculum development and evaluation.

Arusha Hollister is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA and a K-5 author on the *2nd Edition of Investigations in Number, Data, and Space*® curriculum project, with a focus on the data strand. She is also a staff member of the *Investigations Workshops* project and has designed and facilitated professional development workshops nationally for teachers and for specific school districts implementing *Investigations*. Prior to working at TERC she was an elementary school classroom teacher and a math coach.

Beth Perry Brown is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA and an author on the Grades 3-5 *2nd Edition of Investigations in Number, Data, and Space*® curriculum project with a focus on the Student Math Handbook. She is also a staff member of the *Investigations Workshops* project and has designed and facilitated professional development workshops nationally for teachers and school districts implementing *Investigations*. Beth is a former classroom teacher and mathematics coach.

Kathy Sillman is a Research and Development Specialist at the Education Research Collaborative at TERC in Cambridge, MA and an author on the grades K-2 *2nd Edition of Investigations in Number, Data, and Space*® curriculum project with a focus on the Student Math Handbook. She also led professional development workshops for teachers in the Boston Public Schools. Prior to working at TERC Kathy was an elementary school classroom teacher.

Jim Hammerman, is a senior researcher and project director at the Education Research Collaborative at TERC in Cambridge, MA. He is the technology coordinator for the *2nd Edition of Investigations in Number, Data and Space*® curriculum project. With over 20 years' experience, Dr. Hammerman has taught students from elementary through graduate levels, has developed mathematics and math professional development curricula including those using innovative software, and has designed, facilitated, and conducted research and evaluation on professional development programs for teachers and on student learning.