

WENDY MARTIN
EDUCATION DEVELOPMENT CENTER, INC.
96 MORTON ST., 7TH FLOOR, NEW YORK, NY 10014
(212) 807-4200 – WMARTIN@EDC.ORG

PROFESSIONAL PREPARATION

Cornell University	Communication Technology and Education	Ph.D.–2000
New York University	Educational Communication and Technology	M.A.–1996
Duke University	English	B.A.–1991

CURRENT POSITION

Research Scientist, Technology Research and Development—Learning and Teaching Division, EDC

OVERVIEW OF RESEARCH AND EVALUATION EXPERTISE

- **Research Foci:** Influence of educational technology program components on program impact and participant experience; the role of educational technologies in supporting student learning and teacher professional development
- Development of rigorous quantitative and qualitative research designs and methodologies to document and measure project impact
- Implementation of program evaluations that focus on determining the effectiveness of innovative forms of teacher professional development
- Expertise in managing large scale research and evaluation projects, including statewide and international program evaluations and research and development initiatives involving multiple forms and phases of research

SELECTED RESEARCH EXPERIENCE

Principal Investigator of *Digital Games as Analogical Sources for Science Learning*, funded by the National Science Foundation she is investigating how teachers can use digital games to help middle schoolers understand challenging science concepts.

Project Director for the ScratchEd evaluation. ScratchEd provides resources and professional learning experiences to help teachers integrate the Scratch graphical programming language into formal instruction
Project Manager, *Possible Worlds* (2008–2014). Managed a six-year, \$9.2 million grant from the U.S. Department of Education’s Institute of Education Sciences to conduct a program of research and development exploring how handheld games can be designed to support science and literacy learning among middle-grade students.

Project Director, *Enhancing Missouri’s Instructional Networked Teaching Strategies (eMINTS) Evaluation* (2006–2009). Directed the evaluation of a professional development program that trains teachers in the use of inquiry-based teaching methods and classroom technologies. This evaluation involved gathering and analyzing data about program fidelity and teacher mastery of material in relation to student data from the state standardized test to identify the program implementation factors that affect teacher and student outcomes.

Co-Project Director, *New Mexico Reading First Evaluation* (2003–2008). Participated in the evaluation of New Mexico’s statewide implementation of the Reading First program, the literacy component of the federal No Child Left Behind Act

Project Manager, *Intel Teach Evaluation* (2001–2008). Evaluated Intel Innovation in Education’s professional development program that supports teachers in learning to integrate technology-rich lessons into their practice. Provided guidance and support to program managers in Asia, Latin American, Europe, and the Middle East who implemented evaluations of their Intel Teach to the Future programs.

SELECTED PUBLICATIONS AND PRESENTATIONS

- Culp, K., Martin, W., Clements, P., & Lewis, A. (2014). Testing the impact of a pre-instructional digital game on middlegrade students' understanding of photosynthesis. *Technology, Knowledge and Learning* (August, pp. 1-22).
- Martin, W., Brennan, K., Tally, W. & Cervantes, F. (2014). Identifying and Assessing Computational Thinking Practices. Presentation at the International Conference of the Learning Sciences, Boulder, CO.
- Martin, W., Goldstein, M., & Bangura, L. (2012). Building Conceptual Models through Handheld Gameplay, presented at the SITE conference, Austin, TX.
- Martin, W., Strother, S., Beglau, M., Bates, L., & Reitzes, T. (2010). Connecting instructional technology professional development to teacher and student outcomes. *Journal of Research on Technology in Education Vol 43(1)*, 53-74.
- Llorrente, C., Pasnik, S., Penuel, W. R., & Martin, W. (2010). *Organizing for literacy: How public media stations are raising readers in their communities. A case study report to the Ready to Learn initiative.* New York and Menlo Park, CA: Education Development Center, Inc., and SRI International.
- Martin, W., Strother, S., & Beglau, M. (2010). *Relationships among program fidelity, teacher mastery and student impact in a technology professional development program.* American Educational Research Association Conference, Denver, CO.
- Bates, L., Hupert, N., Martin, W., & Strother, S. (2008). *Making use of data to inform instruction: Exemplar lessons from New Mexico's Reading First program.* American Educational Research Association Conference, New York, NY.
- Dechaume, M., & Martin, W. (2007). *Measuring program fidelity: A developmental process.* American Educational Research Association Conference, Chicago, IL.
- Martin, W., Light, D., Kanaya, T., & Dial, C. (2005). *Intel Teach to the Future: An international perspective on a technology professional development program.* American Educational Research Association Conference, Montreal, Quebec.
- Martin, W., Culp, K., Gersick, A., & Nudell, H. (2005). *Scaling educational technology professional development: The case of Intel Teach to the Future.* Society for Information Technology and Teacher Education, Phoenix, AZ.
- Hupert, N., & Martin, W. (2004). *Supporting the professional worklife of teachers: The RETA model.* National Educational Computing Conference, New Orleans, LA.
- Martin, W., Hupert, N., Gonzales, C., & Admon, N. (2003). Real teachers making real changes: The RETA model for professional development. *Journal of Computing in Teacher Education*, 20(2).
- Gonzales, C., Pickett, L., Hupert, N., & Martin, W. (2002). The Regional Educational Technology Assistance Program: Impact on teaching practices. *Journal of Research on Technology in Education* 35(1).
- Martin, W. (2000). The social and cultural shaping of educational technology. *AI and Society*, 14(1).
- Sturgill, A., Martin, W., & Gay, G. (1999). Surviving technology: A case study of student use of computer-mediated communication to support technology education. *International Journal of Educational Telecommunications*, 5.

RELATED PROFESSIONAL EXPERIENCE

- **Missouri State Board of Education**—Gave testimony concerning the evaluation of the eMINTS professional development program
- **American Evaluation Association (AEA)**—Led workshop in “Evaluating Programs for Children: Special Considerations” at AEA’s 2006 Annual Meeting
- **Seminar on Technology in Informal Learning Environments II (STILE II)**—Participated in expert panel at this 2005 seminar hosted by the University of Arizona Science Center
- **Journal of Research on Technology in Education**—Manuscript reviewer