



Kristin Anderson is a consultant dedicated to unleashing the expertise and capabilities that lie within every educator. She is a longtime student of the field, a passionate educator, and an inspirational leader. Kristin began her career as a high school English teacher for students who were kicked out of Denver Public Schools. Since then, she has worked in multiple K–12 settings in multiple instructional and administrative roles, and has obtained advanced degrees from Sterling College, the University of Denver, and the University of Colorado. Kristin is currently earning her doctoral degree from Vanderbilt University in Leadership and Organizational Change. She has developed professional learning programs for Edison Schools, The Leadership and Learning Center, and Corwin, and is known as the person who brought Visible Learning to North America. She has delivered keynotes, workshops and extensive professional learning on various topics in teaching, learning, and leadership in schools and districts across the United States, and in Canada, Argentina, London, Australia, Japan, and Zambia. Kristin is the author of *Data Teams Success Stories Volume 1*, *Real Time Decisions*, and *Getting Started with Rigorous Curriculum Design*. She currently resides in Thousand Oaks, California with her family, and is the Founder and CEO of The Brilliance Project.



Rachel Swartzendruber Miller, Ph.D., serves as the vice president of advancement at Hesston College in Hesston, Kansas. Prior to this role she was the vice president of enrollment at Hesston College from 2011-2019. Her love for Mennonite education runs deep as does her love for the larger Mennonite denomination, which was evident in her service as associate director and later director of Mennonite Church USA convention planning from 2006-2011. In 2015, Rachel completed her PhD from Andrews University (Michigan) in Leadership Studies. Her dissertation titled, "Crisis communication and university presidential leadership: A rhetorical analysis of three case studies," highlighted the importance of Servant Leadership within crisis communication. In addition to her PhD, Rachel is a graduate of Hesston (Kansas) and Goshen College (Indiana), and has a master's degree in communication from Wichita State University (Kansas). She is also a graduate of one of our Mennonite Secondary Schools, Iowa Mennonite School (currently known as Hillcrest Academy) (Iowa). She credits her years there as providing her the foundation that continues to ground her today. Rachel has shared that Iowa Mennonite School gave her countless opportunities for faith formation, leadership development, mentorship and academic growth. Rachel makes her home in Hesston, Kansas with her husband in two young sons.



Peter Wiens, Ph.D., is an Assistant Professor of Teacher Education at the University of Nevada, Las Vegas (UNLV), where he teaches courses in teacher preparation and conducts research in the assessment of teacher education program outcomes. Prior to working at UNLV, Dr. Wiens was a teacher and administrator for more than thirteen years at K-12 schools including Penn View Christian School as well as schools in Taiwan and Niger. Dr. Wiens is a graduate of Eastern Mennonite School ('93), Goshen College ('97), and earned his Ph.D. in Curriculum and Instruction from the University of Virginia. Dr. Wiens has published extensively in academic journals on the topics of teacher education assessment and the lingering associations between teacher preparation and instructional practices of practicing teachers. Dr. Wiens is also the Associate Editor of the journal *Action in Teacher Education*, the flagship journal of the Association of Teacher Educators.



Paul J. Yoder, Ph.D., is an Assistant Professor of Teacher Education at Eastern Mennonite University. He is a graduate of Eastern Mennonite School ('02) and EMU ('06). Yoder taught history and TESOL in Virginia public schools before earning his Ph.D. in Curriculum and Instruction from the University of Virginia. Yoder's scholarship interests include the teaching and learning of history among culturally and linguistically diverse student populations. Yoder's publications and conference presentations have additionally addressed issues related to language, student identity, and the enacted curriculum.