

Vicki Lynn Gibson, Ph.D. CEO and Chairman

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Educational Background

Ph.D.	1995	Educational Psychology Special Education Texas A&M University	
M.S.	1979	Educational Psychology Special Education Texas A&M University	
B.S.	1975	Bachelor of Science Texas A&M University	Elementary Education Kindergarten Endorsement

Professional Experience

2000-present	Author, Consultant, National Speaker, <i>Wonders Reading Program Grades K-6</i> , McGraw Hill Education Reading Program, New York, NY	
2015-present	Author, Consultant, <i>Ready to Advance Early Learning Program</i> , Benchmark Education, New Rochelle, NY	
2015-2017	Consultant, National Council for Teacher Quality, Washington, DC	
2012-present	Author, Consultant/Trainer, <i>We Can Early Learning Curriculum</i> Voyager Sopris Learning, Dallas, TX	
2010-present	Author, Consultant, Trainer, Classroom Management, Modules 1-5 Voyager Sopris Learning, Dallas, TX	
2010-present	Author, Consultant/Trainer, <i>I Can Draw Pre-Writing Program</i> Voyager Sopris Learning, Dallas, TX	
2008-present	Chairman, Gibson Hasbrouck & Associates, LLC Educational Consulting, Austin, TX	
2003-present	Author/Consultant, <i>Treasures Reading Program</i> <i>Macmillan McGraw Hill</i> New York, NY	
2002-present	Author, Consultant/Trainer, <i>We Can! Early Childhood Curriculum</i> <i>Cambium-Voyager Learning</i> , Dallas, TX	
2010-2013	Trainer/Early Childhood Consultant, Office of State Superintendent (OSSE), Washington DC	
1996-2009	President/Owner/Director <i>Longmire Learning Center, Inc.</i> , College Station, TX.	
2003-2006	Vice President of Curriculum Development and Author <i>istation, The Imagination Station</i> , Dallas, TX	
1996-2001	Adjunct Professor <i>Educational Psychology</i> , Texas A&M University, College Station, TX	Special Education

2001-2002	Assistant Director, Educational Initiatives Just For The Kids	Austin, TX
1998-1999	Project Coordinator/Author, <i>Regional Educational Services Center</i> <i>ESC Region VI</i>	<i>Road to Reading, Grades 3-8</i> Huntsville, TX
1997-1998	Lecturer <i>Educational Psychology</i>	Behavioral & Classroom Management Texas A&M University
1996-1998	Lecturer <i>ED Curriculum & Instruction</i>	Mathematics for Students with Diverse Abilities Texas A&M University
1994-1998	Lecturer, Characteristics of Learning Disabilities and Behavioral Disorders <i>Educational Psychology</i>	Texas A&M University
1994-1998	Site Director <i>Educational Psychology</i>	TAMU Clinical Skills Practicum Texas A&M University
1992-1997	Research Associate, Project Coordinator University-Schools Collaborative Project for Teaching Assistants <i>Educational Psychology</i>	Texas A&M University
1994-1996	Internship Supervisor for Master Candidates Special Education <i>Educational Psychology</i>	Texas A&M University
1994-1996	Student Teaching Supervisor Special Education <i>Educational Psychology</i>	Texas A&M University
1993-1995	Lecturer, Introduction to Special Education <i>Educational Psychology</i>	Texas A&M University
1993-1995	Lecturer, Behavioral Management for Students At-Risk <i>Educational Psychology</i>	Texas A&M University
1992-1994	Co-Lecturer with Dr. Doug Palmer Overview of Special Education <i>Educational Psychology</i>	Texas A&M University
1984-1996	Owner/Director, Teacher of Ungraded Primary <i>The Education Station, Inc.</i>	Bryan, TX
1978-1985	Learning Disability Specialist/SPED Teacher Henderson Elementary Bryan ISD	Bryan, TX
1975-1978	Teacher, Kindergarten Teacher Travis Elementary, Bryan ISD	Bryan, TX

Bio Summary

Vicki Gibson, Ph.D., is a national educational consultant, author, and speaker specializing in differentiating instruction, classroom management, early childhood education and emergent reading and writing instruction. Dr. Gibson began her educational career working in public schools for 10 years as a kindergarten teacher and a learning disability specialist. Dr. Gibson owned and directed three private schools that served students ages 2-12 years. She also served as Director and developed a fourth school, Clay Academy, for The Potter's House, in Dallas, Texas.

Dr. Gibson completed her Masters Degree and Ph.D. at TAMU in Educational Psychology while teaching as an Adjunct Professor at TAMU for 10 years and supervising pre-service teacher preparation programs. She has conducted research on best practices and worked collaboratively with state and national agencies, administrators, and instructional leaders providing PD that develops a student-focused model that ensures all students have equitable access to explicit, differentiated instruction and collaborative practice.

Currently, Dr. Gibson is CEO/Chairman of an educational consulting group and publishing company, Gibson Hasbrouck & Associates, providing high quality professional development (PD) and materials, including onsite and online PD for administrators and teachers. Dr. Gibson is the author of numerous curricula that are sold nationally, including McGraw Hill's Comprehensive Reading Programs, *Wonders Reading Program for Grades K-Grade 5*, and *Treasures Reading Program for K-Grades 5*.

Dr. Gibson has authored two early learning comprehensive curricula, the *Ready to Advance Early Learning Curriculum* published by Benchmark Education and the *We Can Early Learning Curriculum* published by Voyager Sopris Learning. Dr. Gibson also published *We Can Manage the Early Childhood Classroom* and *Differentiating Instruction for Young Learners*.

Dr. Gibson is an author and educational consultant for developing professional development materials and trainings published by Benchmark Education, and a former author on istation, a technology literacy program. She also serves on Advisory Boards for the National Council for Teacher Quality (NCTQ) and the DREME Mathematics Project at Stanford University.

Publications

Dr. Gibson has published numerous instructional and professional development resources:

- *Wonders Reading Program*, Grades Kindergarten-Grade 6, McGraw Hill Education, NYC, NY
- *Classroom Management for Differentiating Instruction and Collaborative Practice*, Kindergarten-Grade 5, Benchmark Education, New Rochelle, NY
- *Differentiating Teaching and Collaborative Practice for Middle and High Schools*, Benchmark Education, New Rochelle, NY
- *Classroom Management for Early Learners*, PreK-Kindergarten, Benchmark Education, NY
- *Teaching Responsible and Accountable Decision-Making*, Benchmark Education, NY
- *Classroom Management for Elementary Classrooms*, Benchmark Education, New Rochelle, NY
- *Treasures Reading Program*, Grades K-6, McGraw Hill Education Company, NYC, NY
- *We Can Early Learning Curriculum, Preschool-Kindergarten*, Voyager Learning, Dallas, TX
- *I Can Draw Pre-Writing Program, Preschool-Grade 1*, Voyager Learning, Dallas, TX
- *Differentiated Instruction: Grouping for Success*, Kindergarten-Grade 5, GHA, Austin, TX
- *Differentiated Instruction: Guidelines for Implementation*, Kindergarten-Grade 5, GHA, Austin, TX
- *Differentiating Teaching and Practice in Middle and High Schools*, GHA, Austin, TX
- *Managing Small Group Instruction*, Kindergarten-Grade 5, GHA, Austin, TX
- *Classroom Management for Young Children*, GHA, Austin, TX
- *Parenting Responsible Children*, GHA, Austin, TX
- *Managing Behaviors to Support Differentiating Instruction and Collaborative Practice*, Austin, TX
- *Administrators' Roles for Differentiating Teaching and Practice in Middle School*, GHA, Austin, TX

BIO

Vicki Gibson, Ph.D., is a national educational consultant, author, and speaker specializing in differentiating instruction and collaborative practice, classroom management, reading instruction, special education, and early childhood education. Dr. Gibson taught regular and special education classes in public school classrooms for 10 years before owning and directing three private preschools that served children ages 2-12. Dr. Gibson taught at Texas A&M University for 10 years, co-directed a summer skills program for students in grades 1-9 and supervised pre-service teacher training for TAMU for 8 years. Dr. Gibson has authored numerous professional development guides and texts used by instructional leaders to enhance instructional effectiveness and improve teacher and student achievement.