36th Meeting of the Board on Science Education
Presenter Bios

Cynthia E. Coburn is a professor at the School of Education and Social Policy, Northwestern University. Coburn studies the relationship between instructional policy and teachers' classroom practices in urban schools, the dynamics of school district policy making, and the relationship between research and practice for school improvement. She has won numerous awards for her scholarship, including the American Educational Research Association Early Career Award (2011), election as a Fellow of the American Educational Research Association (2015), an honorary doctorate (Doctor Honoris Causa) from CU Louvain in Belgium (2019), election to the National Academy of Education (2020), and Northwestern University's Ver Steeg Distinguished Research Fellowship (2020) and McCormick Professorship of Teaching Excellence (2021). She currently serves on the National Academy of Sciences, Medicine and Engineering Standing Committee on Scientific Communication. Dr. Coburn has a BA in philosophy from Oberlin College, and a MA in Sociology and a Ph.D. in Education from Stanford University.

Michael Dahlstrom is the Director of the Greenlee School of Journalism and Communication at Iowa State University and holds a Liberal Arts and Sciences Dean's Professorship. His research explores how storytelling impacts the communication of science and the ethical considerations involved. Dahlstroms' work extends across diverse scientific contexts, including risk, health, agricultural and environmental communication and has been published in leading journals, such the *Proceedings of the National Academy of Sciences*, *PLOS Biology*, *Communication Research* and *Science Communication*. He is also co-editor of *Ethics and Practice in Science Communication*, an edited volume focusing on the often-overlooked ethical challenges underlying science communication. Dahlstrom is a Kavli Fellow and is also a past head of the Communicating Science, Health, Environment and Risk Division of the Association for Education in Journalism and Mass Communication.

Elizabeth A. Davis is a professor at the University of Michigan, School of Education. Her research focuses on beginning and experienced elementary teachers, teachers learning to engage in rigorous and consequential science teaching, and the roles of curriculum materials and practice-based teacher education in promoting teacher learning. She was the chair for the Elementary Teacher Education Program at the University of Michigan for 4 years and helped lead the reshaping and redesign of this practice-based program. Davis received the Presidential Early Career Award for Scientists and Engineers at the White House in 2002 and the Jan Hawkins Early Career Award in 2004. She was a member of the National Research Council consensus study *Committee on Strengthening Science Education through a Teacher Learning Continuum* and the workshop planning committee on *Design, Selection, and Implementation of Instructional Materials for the Next Generation Science Standards (NGSS)*. Davis earned a B.S.E. in engineering and management systems at Princeton University and an M.A. and Ph.D. in education in mathematics, science, and technology from the University of California, Berkeley.

Jeff Gold is the Assistant Vice Chancellor for Student Success at the California State University Office of the Chancellor. In this role, Jeff provides leadership to Graduation Initiative 2025, the CSU's signature strategic effort to facilitate the path to a high-quality college degree for an additional half million students by the year 2025. In support of this work, Dr. Gold oversees a variety of mission-driven projects that provide faculty, staff, and administrators with innovative analytical tools that enable them to understand the impact that their programs are having on the success of their students.

Darlena Jones is the Senior Director of Analytics, Research, & Education at Association for Institutional Research. Darlena has spent her entire career in higher education working to improve student success. After completing her Ph.D. in physics, she was a faculty member before transitioning to a technology company where she led the national benchmarking assessment division and helped develop its early

alert student success platform. In 2014, Darlena transitioned to AIR to direct its research, assessment, and evaluation initiatives. She also leads the development of AIR's new educational offerings.

K. Renae Pullen is an elementary science specialist for Caddo Parish Public Schools in Shreveport, Louisiana. Besides being a dedicated science educator, Pullen has served on several local, state, and national committees as well as presented at numerous workshops and conferences. Pullen was a consulting expert for the National Academies of Sciences, Engineering, and Medicine's (National Academies) practitioner's guide, *Seeing Students Learn Science: Integrating Assessment and Instruction in the Classroom* and served on the National Academies committee that produced *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives*. She is currently a member of National Academies' Board on Science Education, serves on the National Science Foundation's STEM Education Advisory Panel, and she is a National STEM Ambassador for NSTA/NCTM. Pullen has received numerous awards including several grants, a Fund for Teachers fellowship to study creativity, and STEM in Spain and the Presidential Award for Excellence in Math and Science Teaching. She received an M.Ed. in education leadership from Louisiana State University in Shreveport, and is certified as a Teacher Leader by the State of Louisiana.

Amy Stephens is a senior program officer for the Board on Science Education of the National Academies of Sciences, Engineering, and Medicine. She is an adjunct professor for the Southern New Hampshire University Psychology Department, teaching graduate-level online courses in cognitive psychology and statistics. She has an extensive background in behavioral and functional neuroimaging techniques and has examined a variety of different populations spanning childhood through adulthood. She was the study director for the workshop on *Graduate Training in the Social and Behavioral Sciences* and recently released consensus reports *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives* (2018), *Changing Expectations for the K–12 Workforce: Policies, Preservice Education, Professional Development, and the Workplace* (2020), and *Cultivating Interest and Competencies in Computing: Authentic Experiences and Design Factors* (2021). She holds a Ph.D. in cognitive neuroscience from The Johns Hopkins University and was a postdoctoral research fellow at the Center for Talented Youth and the university's School of Education.