THE NATIONAL ACADEMIES OF SCIENCES, ENGINEERING, AND MEDICINE

Division of Behavioral and Social Sciences and Education

38th Meeting of the Board on Science Education

Presenter Biographies

CHARLOTTE AGGER, Ph.D., is an Assistant Professor in the Counseling & Educational Psychology department in the School of Education at Indiana University. She holds a B.S. in Child Development and Cognitive Studies from Vanderbilt University and received her Ph.D. in Educational Psychology, Measurement, and Evaluation from the University of North Carolina at Chapel Hill. She is interested in how family and STEM-related school contexts interact with students' identities, motivation, performance, and persistence across secondary school and postsecondary settings. In her work, she centers rural and Black adolescents and young adults to understand how schools can provide more equitable experiences for these students.

PAMELA J. BUFFINGTON, Ph.D., is the Director of Rural STEM Initiatives for the US Division at Education Development Center, where she focuses on bridging research and practice with STEM researchers and practitioners. Dr. Buffington provides outreach, needs sensing, technical assistance, and dissemination to educational leaders and stakeholders for the Regional Educational Laboratory Northeast and Islands (REL-NEI) and Regional Educational Laboratory Appalachia (REL AP). Dr. Buffington also leads the work of the Rural Research Advisors, where she supports and informs REL NEI research in rural schools and communities and co-leads the Cross-REL STEM Equity Working Group. Dr. Buffington is also a Co-PI of the STEM Workforce Ready 2030 rural computer science research and practice partnership and an advisor on the National Science Foundation-funded WeatherX project supporting rural educators and students to use large-scale weather data to investigate typical and extreme weather events. Dr. Buffington also serves on the National Rural Education Association's Research and Higher Education Committee subcommittee and contributed to the newly released NREA Rural Research Agenda 2022-2027. She holds a BS in Secondary Education with a mathematics major and physics minor from the University of Maine Farmington, an MA in Curriculum and Instruction in Educational Technology from Lesley University, and a Ph.D. in Education with a Specialization in Technology from The Union Institute and University.

JACQUELYN J. CHINI (she/her), Ph.D., is an Associate Professor in the Physics Department at the University of Central Florida. She received a B.A. in physics at Drew University and a Ph.D. in physics at Kansas State University, for research in physics education. She researches how to tailor research-based instructional strategies for variations across learners, instructors, and institutions.

SAMANTHA DALEY, Ed.D., is an associate professor at the Warner School of Education & Human Development at the University of Rochester. Trained in human development and psychology and in working with students with learning disabilities, Dr. Daley's work focuses on the design of inclusive learning environments in which students thrive both academically and emotionally. Research settings include middle and high school science, math, and reading classes and science museums. Before her current role, Dr. Daley was the director of research at CAST, a

clinical fellow in the Learning Disabilities Program at Children's Hospital, Boston, and a learning disabilities specialist working with high school and college students. Her work has been supported by the National Science Foundation, the U.S. Department of Education, and multiple foundations. Dr. Daley earned a doctorate from the Harvard Graduate School of Education and a master's degree from Teachers College at Columbia University.

LOGAN E. GIN, Ph.D., is the Assistant Director for STEM in the Sheridan Center for Teaching and Learning at Brown University where he works on initiatives related to STEM graduate student and postdoc teaching professional development. Prior to arriving at Brown, Logan was an NSF Graduate Research Fellow at Arizona State University and served as the Program Manager for an NSF S-STEM program focused on involving community college transfer students in undergraduate research. Logan holds a Ph.D. in Biology from Arizona State University where his dissertation work centered around the experiences of STEM students with disabilities. He also has a B.S. in Biology and a B.A. in Political Science from the University of North Carolina at Chapel Hill."

ANITA M. STONE MARSHALL, Ph.D., is an Assistant Instructional Professor in the Department of Geological Sciences at the University of Florida, Gainesville. Dr. Marshall also serves as the Executive Director of the International Association for Geoscience Diversity (theIAGD.org), 501c3 non-profit with the mission to improve access and inclusion for people with disabilities in the geosciences. Dr. Marshall received a BS in Earth Science and MS in Geology from the University of Arkansas and a Ph.D. in Geology from the University of South Florida. Her research focuses on accessibility and engagement in geoscience field courses with ongoing projects including the Library of Inclusive Field Technology (aka the LIFT Kit), and the GeoSPACE Accessible Planetary Geology field course. Dr. Marshall has 17 years of undergraduate teaching experience designing inclusive and accessible courses in community colleges and R1 research institutions in a range of modalities - in-person, hybrid and online. She is actively involved in the DEI community of the geosciences, sharing her expertise and personal experience in STEM as a person with disabilities and a member of the Choctaw Nation of Oklahoma.

JONTÉ C. TAYLOR, Ph.D., is an Associate Professor of Special Education at Pennsylvania State University (Penn State). His research includes examining effective strategies for inclusive STEAM education for students with disabilities and improving school/classroom climates for students, families, and teachers. His STEAM scholarship focuses supporting inquiry-based STEAM instruction and using research-based interventions and practices. His school/classroom scholarship emphasizes student/classroom motivation, followership/leadership dynamics, and justice, diversity, equity, and inclusion considerations across educational settings. Prior to working in higher education, Dr. Taylor earned his Bachelor's degree in Special Education from Tuskegee University and his Master's and Doctorate from Auburn University in Collaborative Education and Special Education with an Emphasis in Autism and Emotional/Behavioral Disorders respectively. His instructional experiences have included a variety of settings including juvenile justice, PreK-12 grade school classrooms, and group home environments working with individuals across all ages including pre-K students to adults with Intellectual & Developmental Disabilities, Autism Spectrum Disorder, and Emotional/Behavioral Disorders.

WILLIAM THERRIEN, Ph.D., BCBA, holds the Thomas G. Jewell Special Education Professorship at the University of Virginia (UVA) School of Education and Human Development. He received a B.A (Communications) and Ph.D. (Special Education) from the Pennsylvania State University and an M.Ed. (Special Education) from the Arizona State University. At UVA, Therrien is the Co-director of the Special Education Research Accelerator (https://edresearchaccelerator.org/), and he coordinates the Research in Practice group for the Supporting Transformative Autism Research (STAR- https://curry.virginia.edu/faculty-research/centers-labs-projects/supporting-transformative-autism-research-star) initiative. He is also the co-editor of *Exceptional Children*, the flagship research journal of the Council for Exceptional Children (CEC). Therrien has extensive experience designing and empirically evaluating academic programming for students with learning disabilities and autism, particularly in science education. He has successfully directed/co-directed over 20 federal and state grants totaling more than $25 million in funding. Many of these grant-funded projects examine effective science instructional approaches for students with disabilities.