THE NATIONAL ACADEMIES OF SCIENCES, ENGINEERING, AND MEDICINE

Division of Behavioral and Social Sciences and Education

40th Meeting of the Board on Science Education

Panelist Biographies

JENNIFER ELLIS, Ph.D., is currently serving as a Program Director as part of the National Science Foundation's Rotator Program. Dr. Ellis is a Professor for the University of Tennessee at Chattanooga's (UTC) School of Education, where she also serves as the director for the STEM Education program. She has a doctorate of philosophy in Curriculum & Instruction with a focus on Science Education and Educational Technology from Louisiana State University, a master's degree in Information from University of Michigan, and a bachelor's degree in Chemical Engineering from Tuskegee University. Her passion to enhance inclusive STEM Education from PreK to graduate school education is evident in her research portfolio. In her role at NSF she is able to be on the cutting edge of these intersections and is able to serve as an advocate for the missing millions in STEM via supporting STEM teacher candidates/pre-service and in-service teachers.

EMMA GARCIA, Ph.D., is a Research Manager at the Learning Policy Institute. Currently, she works with the Early Childhood Learning, Educator Quality, and Equitable Resources and Access teams. She has extensive research experience in the fields of economics of education, education policy, and quantitative methods. Among others, García has held research positions at the Economic Policy Institute, the Center for Benefit-Cost Studies of Education, and the Community College Research Center, among others, and has consulted with various national and international organizations, including the National Institute for Early Education Research, MDRC, and the World Bank. She also serves as an adjunct professor at Georgetown University's McCourt School of Public Policy. García received a Ph.D. in Economics and Education from Teachers College, Columbia University; an M.A. in Quantitative Methods in the Social Sciences from Columbia University; and a B.A. in Economics from Pompeu Fabra University.

CONSTANCE A. LINDSAY, Ph.D., is an Assistant Professor of Educational Leadership in the School of Education at UNC Chapel Hill. Dr. Lindsay obtained a doctorate in Human Development and Social Policy from Northwestern University in 2010. Since leaving Northwestern, Dr. Lindsay has worked in education policy in various contexts, applying her research training both in traditional studies and also in the creation of new systems and policies regarding teachers. In her work for the District of Columbia Public Schools, she designed and implemented the IMPACT system for Special Education teachers in the district. During her work on the Center for Naval Analyses Education team, Dr. Lindsay provided research support to a study of a collectively bargained teacher pay-for-performance system, the Using Data Professional Development Study, and served as the Virginia researcher for the Regional Education Lab at Appalachia for a year. Prior to coming to UNC, she spent two years as a Research Associate in the Center on Education Data and Policy at the Urban Institute.

Her research focuses on the creation and maintenance of a high-quality, diverse educator workforce, and understanding how policies and practices contribute or mitigate racialized education gaps in K-12 education. Her research has served as the evidence base for several

policy actions and reports around teacher diversity at the Federal, State, and local levels. She is currently the PI or Co-PI of grants totaling approximately $4,000,000. Her work has been funded by the Spencer, Gates, and Wallace Foundations, as well as via the Institute of Education Sciences and the Student Experience Research Network. She has a doctorate in human development and social policy from Northwestern.

AMANDA MERRITT, Ph.D., is the Interim Division Director of the Southern Regional Education Boards (SREB) Office of School Improvement. Dr. Merritt provides support to teachers, local instructional coaches, and school and district leaders on school improvement processes. She also serves as a grant writer and grant manager for a variety of projects. Before joining SREB, Amanda was a high school math teacher in Georgia. She holds a bachelor's degree in journalism from Auburn University, a master's in middle grades education (math and science) from Columbus State University, and a doctorate of education in educational leadership from Georgia State University.

STEPHEN L. PRUITT, Ph.D., is president of the Southern Regional Education Board and former commissioner of education in Kentucky. In addition, he served as a Senior Vice President of Science at Achieve, Inc. from 2010 to 2015. During this time, he led the development of the Next Generation Science Standards, Achieve's international benchmarking and analysis work, and other content-driven research and development as well as state technical assistance. Dr. Pruitt began his career as a high school Chemistry teacher in Georgia, where he taught for 12 years. In 2003, he joined the Georgia Department of Education (GaDOE) as the Program Manager for Science, served in that role for four years before becoming Director of Academic Standards, in 2008 he became the Associate Superintendent of Assessment and Accountability and in April 2009 became Chief of Staff to State School Superintendent, coordinating the work of the agency and a variety of projects such as Georgia's third-ranked Race to the Top application. Dr. Pruitt held a number of positions including Chief of Staff to the Commissioner of Education at Georgia Department of Education. Dr. Pruitt earned a bachelor's degree in chemistry from North Georgia College and State University, a master's in science education from the University of West Georgia, and a doctorate of philosophy in chemistry education from Auburn University.

RODERICK J. THEOBALD, Ph.D., is a Managing Researcher at American Institutes for Research and Deputy Director of the Center for Analysis of Longitudinal Data in Education Research (CALDER). He received his Ph.D. in Statistics from the University of Washington in 2015, and previously worked as a Research Assistant at the Center for Education Data and Research at the University of Washington and as a 7th-grade math teacher at Westlake Middle School in the Oakland (CA) Unified School District as a Teach For America corps member. His ongoing projects investigate teacher education and licensing, career and technical education, and special education in Hawai`i, Massachusetts, Pennsylvania, and Washington.