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Division of Behavioral and Social Sciences and Education
Board on Science Education (BOSE)

The Future is Now: Advancing and Sustaining an Equity-Oriented Science

Panelist Biographies

MEGAN E. BANG is Professor of Learning Sciences and Psychology at Northwestern University. She studies dynamics of culture, identity, learning, and development broadly with a specific focus on the complexities of navigating multiple meaning systems in creating and implementing more effective and just learning environments in science, technology, engineering, arts, and mathematics education. She focuses on reasoning and decision-making about complex socio-ecological systems and their intersections with culture, power, and historicity. She conducts research in both schools and informal settings across the life course. Dr. Bang is an elected member of the National Association of Education and she currently serves on the Board of Science Education at the National Academy of Sciences. She is a recipient of the American Education Research Association Mid-Career Contribution Award, the Division K, Teaching and Teacher Education, Early Career Award and the Bobby Wright Award for Early Career Contributions to Research in Indigenous Education. She earned her Ph.D. from Northwestern University and completed postdoctoral training at the Cheche Konnan Center at TERC. Dr. Bang has contributed to past consensus studies and was a committee member on "Learning Through Citizen Science."

CARRIE CONAWAY, MS, is a senior lecturer at the Harvard Graduate School of Education, where she co-chairs the Education Policy & Analysis program and HGSE's foundational Evidence course for master's students. She is also co-author with Nora Gordon of *Common-Sense Evidence: The Education Leader's Guide to Using Data and Research*. Until June 2019, she was the chief strategy and research officer for the Massachusetts Department of Elementary and Secondary Education (DESE) and led the agency's Office of Planning and Research. She served as DESE's principal investigator on numerous evaluations of state education programs and has published several peer-reviewed articles on connecting research to practice. Her team also managed the agency's strategic planning process and built tools that help districts benchmark their performance and deploy their resources more effectively. She led the development of DESE's top-scoring, $250 million Race to the Top proposal and managed its implementation, as well as winning several other grants to support state research, evaluation, and data use initiatives. Previously she was the deputy director of the New England Public Policy Center at the Federal Reserve Bank of Boston and an associate editor of the Bank's flagship publication, *Regional Review.* She also served as the president of the Association for Education Finance and Policy in 2018-19. She has over 20 years of experience in integrating research and practice to improve public policy. She holds a bachelor's degree in sociology from Oberlin College; a master's degree in policy analysis and labor policy from the Humphrey Institute of Public Affairs, University of Minnesota; and a master's degree in sociology and social policy from Harvard University.

GUDIEL R. CROSTHWAITE, Ph.D., is currently the superintendent at Lynwood Unified School District (LUSD) in the County of Los Angeles. Dr. Crosthwaite has enjoyed over 25 years in education, including teaching, mentoring and leadership focused on removing educational barriers. In 2013, as the Assistant Superintendent of Educational Services, his leadership team was instrumental in the District's extraordinary gains in achievement, including in graduation rates and enrollment in Advanced Placement (AP) coursework. In 2017, LUSD was one of only three Districts in the nation – and only one in California – to be named 2017 AP District of the Year by the College Board for their AP performance. Dr. Crosthwaite earned his Ph.D. in Education in 2015 from Claremont Graduate University.

ELIZABETH FARLEY-RIPPLE, Ph.D., is an Associate Professor of Education at the University of Delaware. Her research expertise is in policy analysis and evidence-based decision-making, and she has worked on a range of educational and social policy issues, including research use in at all levels of the system, administrator mobility, school and teachers' use of data, teacher quality and effects, and issues of equity in a variety of student outcomes. Currently, Dr. Farley-Ripple serves as the Director for the University of Delaware Partnership for Public Education and co-leads the IES-funded Center for Research Use in Education. She is also an active member of the policy and practice communities through partnerships with the Delaware Department of Education, districts, schools and community organizations as well as coordinating and advising in education leadership programs. Elizabeth holds a BSFS in Foreign Service from Georgetown University, an MA in Quantitative Methods from Columbia University, and earned her Ph.D. in Education Policy from the University of Pennsylvania.

JOHN B. KING, JR., is president of The Education Trust, a national nonprofit organization that seeks to identify and close educational opportunity and achievement gaps. King served as U.S. Secretary of Education in the Obama administration. Prior to that role, King carried out the duties of Deputy Secretary, overseeing policies and programs related to P-12 education, English learners, special education, innovation, and agency operations. King joined the department following his post as New York State Education Commissioner. King began his career as a high school social studies teacher and middle school principal.

JORDAN MATSUDAIRA, Ph.D., is Deputy Under Secretary and (the inaugural) Chief Economist at the U.S. Department of Education. Prior to joining the administration he was associate professor of economics and education policy at Teachers College Columbia University, where his research leveraged administrative data, working with government and institutional partners, to understand and improve education and labor market programs and policies aimed at promoting the mobility of low-income Americans. He previously served as chief economist of President Obama's Council of Economic Advisers, where he contributed to higher education access and accountability initiatives and policies to support lower wage workers and workforce development. He previously held appointments as a Visiting Associate Professor at the Princeton School of Public and International Affairs, a Nonresident Fellow at the Urban Institute in Washington, D.C., and a Senior Research Scholar at the Community College Research Center at Teachers College. He earned his Ph.D. in Economics and Public Policy at the University of Michigan, and a Master's in Public Policy from the John F. Kennedy School of Government at Harvard University.

NA'ILAH SUAD NASIR, Ph.D., is the sixth President of the Spencer Foundation, which funds education research nationally. Prior to joining Spencer, she held a faculty appointment in Education and African American Studies at the University of California, Berkeley where she also served as the chair of African American Studies, then later as the Vice Chancellor for Equity and Inclusion. She also served on the Faculty of the Stanford Graduate School of Education. Nasir's research examines the racialized and cultural nature of learning and schooling, with a particular focus on the experiences of African American students in schools and communities. She recently co-edited *The Handbook of the Cultural Foundations of Learning* (Routledge) and *We Dare Say Love: Supporting Achievement in the Educational Life of Black Boys*. She is also the author of *Racialized Identities: Race and achievement for African-American youth*, published by the Stanford University Press in 2012. Nasir is a member of the National Academy of Education and a Fellow of the American Educational Research Association. She formerly served as President of the American Educational Research Association (2021-2022).

NICOLE S. PATTON-TERRY, Ph.D., is the Olive & Manuel Bordas Professor of Education in the School of Teacher Education, Director of the Florida Center for Reading Research, and Deputy Director of the Regional Education Lab—Southeast at Florida State University (FSU). Prior to joining FSU in 2018, she was an Associate Professor of Special Education and the founding Director of the Urban Child Study Center at Georgia State University. She founded The Village at FCRR, a division that takes a collective impact approach to creating and maintaining research partnerships with diverse community stakeholders to promote reading achievement, school readiness, and school success among vulnerable children and youth. She currently serves as an Associate Editor for the Journal of Learning Disabilities, a board member for the Society for the Scientific Study of Reading, and a fellow of the American Speech-Language-Hearing Association. Dr. Terry earned a Ph.D. from Northwestern University's School of Communication Sciences and Disorders, with a specialization in learning disabilities, in 2004. She was as a special education teacher in Evanston Public Schools in Evanston, IL. Dr. Terry's research, innovation, and engagement activities concern young learners who are vulnerable to experiencing poor language and literacy achievement in school, in particular, African American children, children growing up in poverty, and children with disabilities. Her research and scholarly activities have been supported by various organizations, including the National Institute of Child Health and Human Development, the Institute of Education Sciences, the Annie E. Casey Foundation, and the Spencer Foundation.

WILLIAM R. PENUEL, Ph.D., is a professor of learning sciences and human development in the School of Education and Institute of Cognitive Science at the University of Colorado Boulder. His research focuses on interest-related learning across settings, classroom assessment in science, teacher learning, and promoting the equitable implementation of reforms in STEM education. As Principal Investigator for a U.S. Department of Education knowledge utilization center, the National Center for Research in Policy and Practice, he studies how school, district, and state education leaders use research evidence in decision making. He has been involved in research-practice partnerships at the district and state level focused on supporting implementation of the Next Generation Science Standards through co-design of curriculum and assessment resources that connect to students' interests, identities, and experiences. He is a Fellow of the International Society of the Learning Sciences, American Educational Research Association, the International Society for Design and Development in Education, and the

National Education Policy Center. He is also an elected member of the National Academy of Education and member of the Board on Science Education at the National Academy of Sciences, Engineering, and Medicine. He holds an Ed.M. from Harvard University and a Ph.D. from Clark University.

TERRI PIGOTT, Ph.D., is a full professor in the School of Public Health and the College of Education and Human Development at Georgia State University. Dr. Pigott's research focuses on methodological advances in meta-analysis including methods for missing data, statistical power, and outcome reporting bias. Her work has been published in *Research Synthesis Methods, Psychological Bulletin,* and *Educational Researcher.* She is the co-editor-in-chief of *Research Synthesis Methods,* a journal devoted to methods for systematic review and meta-analysis. She also serves on the editorial boards of *Psychological Bulletin* and *Review of Educational Research*. She is the PI for the Institute of Education Sciences-funded Meta-Analysis Training Institute, a week-long training program in advanced meta-analysis. She is also PI for the National Science Foundation-funded Modern Meta-analysis Research Institute, a training grant to provide early career scholars in STEM education with an introduction to systematic review and meta-analysis. Terri holds a B.A. in psychology from the University of Notre Dame, and a Ph.D. in Measurement, Evaluation and Statistical Analysis from the University of Chicago.

SEAN REARDON, Ph.D., is the endowed Professor of Poverty and Inequality in Education and Professor (by courtesy) of Sociology at Stanford University. His research focuses on the causes, patterns, trends, and consequences of social and educational inequality, the effects of educational policy on educational and social inequality, and in applied statistical methods for educational research. He particularly studies issues of residential and school segregation, and of racial/ethnic and socioeconomic disparities in academic achievement and educational success. His work develops methods of measuring social and educational inequality (including the measurement of segregation and achievement gaps) and methods of causal inference in educational and social science research. Professor Reardon is the director of the Educational Opportunity Project (EOP) and the developer of the Stanford Education Data Archive (SEDA), a database of roughly 450 million 3-8th grade standardized test scores that provides measures of educational opportunity for nearly every public school, district, county, and state in the United States. He received his doctorate in education in 1997 from Harvard University and is a member of the National Academy of Education and the American Academy of Arts and Sciences. He is also an Andrew Carnegie Fellow and the recipient of the William T. Grant Foundation Scholar Award and the National Academy of Education Postdoctoral Fellowship.

RUTH N. LÓPEZ TURLEY, Ph.D., directs the Kinder Institute for Urban Research at Rice University, which brings together data, research, engagement, and action to improve lives. In 2011, she founded the Houston Education Research Consortium (HERC), a research-practice partnership between Rice University and eleven Houston area school districts, representing over 700,000 students. A program of the Kinder Institute, HERC works to improve educational equity by connecting research to policy and practice, working directly with district leaders. She directed HERC from 2011 to 2022, during which she raised over $30M so that school districts would not have to pay for research. She also founded the National Network of Education Research-Practice Partnerships, which connects and supports over 60 partnerships between research institutions and

education agencies throughout the country. She is a graduate of Stanford and Harvard and is originally from Laredo, Texas.

DOUGLAS WATKINS holds a M.S. in secondary education with an emphasis in biological science from UNLV and an M.A. in Learning Sciences and Human Development from CU Boulder. He manages the Science/STEM Curriculum & Instruction team in Denver Public Schools, is a Steering Committee member of the National Network of Education Research-Practice Partnerships, a contributing member to the NSF National AI Institute for Student-AI Teaming, and an OpenSciEd High School Biology Unit Lead.