

Eric Anderman

Rodger W. Bybee is director emeritus of BSCS. Prior to joining BSCS, he was executive director of the National Research Council's Center for Science, Mathematics, and Engineering Education (CSMEE) in Washington, D.C. At BSCS, he was principal investigator for four new National Science Foundation (NSF) programs: an elementary school program entitled Science for Life and Living: Integrating Science, Technology, and Health; a middle school program entitled Middle School Science & Technology; a high school biology program titled Biological Science: A Human Approach; and a college program titled Biological Perspectives. His work at BSCS also includes serving as principal investigator for programs to develop curriculum frameworks for teaching about the history and nature of science and technology for biology education at high schools, community colleges, and four-year colleges, and curriculum reform based on national standards. He has been active in education for more than thirty years, having taught science at the elementary, junior and senior high school, and college levels. Bybee has written widely, publishing in both education and psychology. Over the years, he has received awards as a Leader of American Education and an Outstanding Educator in America, and in 1979, was Outstanding Science Educator of the Year. In 1989, he was recognized as one of the 100 outstanding alumni in the history of the University of Northern Colorado. Bybee's biography has been included in the Golden Anniversary 50th Edition of Who's Who in America. He earned both his B.A. and M.A. from the University of Northern Colorado, and his Ph.D. in science education and psychology from New York University.

Elizabeth Carvellas

Douglas Clark

Bruce Fuchs

Janis S. Houston, Vice President and Principal Research Scientist, PDRI
Ms. Houston has been with Personnel Decisions Research Institutes since 1976. During this time she has directed, co-directed, or been the lead research team member on over 100 consulting/research projects, in both the public and private sectors, most of which have involved personnel selection and/or employee development and performance measurement. She has helped clients design their employee development programs and structure their career tracking/planning efforts. She has led projects to develop and validate selection and promotion tools, and has designed and implemented a number of test administration systems involving test sites across the country and overseas. She has also developed a number of training/coaching programs, e.g., for training individuals to conduct selection and promotion interviews. Corporate clients for whom Ms. Houston has developed and validated competency models and/or selection systems include IBM, GTE, Bell Atlantic, Southern California Edison Electric Company, Boeing, American Express, United Airlines and Starwood Hotels & Resorts Worldwide, Inc. Ms. Houston is the author or co-author of over 50 PDRI technical reports describing her research methodology and results. She has presented the results of her work to many professional

and academic audiences, such as the American Psychological Association, the Society for Industrial and Organizational Psychology, and the Military Testing Association. Ms. Houston received her Master's Degree in Industrial Psychology from the University of Minnesota.

Ken Kay is CEO and co-founder of e-Luminate Group. He has been a major voice in defining the potential and promoting the importance of information technology applications in critical areas such as education, health care, electronic commerce and government services. Ken serves as president of the Partnership for 21st Century Skills, an organization of both public and private sectors working with stakeholders to reach consensus on how 21st century skills should be incorporated into K-12 curriculum. As executive director for the CEO Forum from 1996 to 2001, Ken facilitated dialogue between leaders in the business, government and education fields and led the group through development of the StaR Chart (School Technology & Readiness Guide), used by schools across the country to make better use of technology in the classroom. From 1989-2003, Ken served as the founding executive director of the Computer Systems Policy Project. The group is the primary CEO advocacy group for IT policy in the United States. Prior to founding Infotech Strategies, Ken was a principal of Podesta Associates, Inc., after spending nearly 10 years as a partner in the Washington, DC, law firm of Preston Gates Ellis & Rouvelas Meeds. Ken worked more than eight years on Capitol Hill, serving as legislative director to Sen. Max Baucus, counsel to the Senate Judiciary Committee, and legislative assistant to Rep. Ed Koch. Ken received his law degree from the University of Denver and his undergraduate degree from Oberlin College.

Susan Koba, Science Education Consultant, works primarily with the National Science Teachers Association on their e-Learning Center. She recently retired from over 30 years in the Omaha Public Schools, teaching for 20+ years in middle and high school and then serving as a district mentor and leader. Koba ended her service as Project Director and Professional Development Coordinator for the district's Urban Systemic Program. As USP Project Director, she led development of an online teacher professional development environment and coordinated science and mathematics professional development for 60 schools. Susan has published and presented on various topics including school and teacher change, equity in science, inquiry, and action research. She has developed curriculum at the local, state and national level and served as Curriculum Specialist for a USDOE Technology Innovation Challenge Grant. Koba is actively involved in state and national science education leadership. She is past-Director of Coordination and Supervision on the NSTA Board and a Past President of her state chapter. She continues to serve on various committees and task forces for NSTA and served as Conference Chairperson of the 2006 Area Conference in Omaha. Koba is recognized as an educator, receiving numerous awards that include the Outstanding Biology Teacher for Nebraska, Tandy Technology Scholar, Access Excellence Fellow, Christa McAuliffe Fellowship Awardee, and the Presidential Award for Excellence in Science Teaching. She received her B.S. in Biology and Secondary Education from Doane College, M.A. in Biology from the University of Nebraska-Omaha and Ph.D. in Science Education from the University of Nebraska-Lincoln.

Janet Kolodner is regents' professor in the College of Computing at the Georgia Institute of Technology, former executive officer of the International Society of the Learning Sciences (ISLS), and editor in chief of The Journal of the Learning Sciences. Her Learning by Design project has addressed issues in learning, memory, and problem solving, both in computers and in people. She pioneered the computer reasoning method called case-based reasoning, a way of solving problems based on analogies to past experiences, and her lab emphasized case-based reasoning for situations of real-world complexity. Her book, *Case-Based Reasoning*, synthesizes work across the field of case-based reasoning from its inception to 1993. For the past decade, she has focused most of her research using the model to design science curriculum for middle school. The approach, called Learning by Design™ (LBD), is a design-based learning approach and an inquiry-oriented project-based approach to science learning. More recently, she and her students are applying what they've learned about design-based learning to informal education -- after-school programs, museum programs, and museum exhibits. The goal of these projects is to identify ways of helping pre-teens and young teens consider who they are as thinkers and to come to value informed decision making and informed production and consumption of evidence. Kolodner was founding Director of Georgia Tech's EduTech Institute, whose mission is to use what we know about cognition to inform the design of educational technology and learning environments and served as coordinator of Georgia Tech's cognitive science program for many years. Kolodner earned her B.S. in math and computer science at Brandeis University, her both her M.S. and Ph.D. in computer science at Yale University.

Joe Krajcik

Maria Ruiz-Primo

Christian Schunn is an Associate Professor of Psychology, with cross appointments in the Intelligent Systems Program and the Learning Sciences and Policy program at the University of Pittsburgh. He is also a Research Scientist at the Learning Research and Development Center. His research generally examines the cognitive foundation of intelligent behavior and tools that further support its acquisition and deployment. Specific research areas include engineering innovation, scientific reasoning, and science education. He co-directed a large NSF Math Science Partnership from 2003 to 2006, and now co-directs the NSF Center for e-Design and the IES 21st Century Center for Cognition and Science Education. He received his PhD in Psychology from Carnegie Mellon University in 1995.

Elena Silva

Emily Stover DeRocco

Mark Windschitl is associate professor of science education at the University of Washington (UW), and a former middle school science teacher. In addition, he is a senior researcher on the REVEL Project-- a program designed to team up secondary science teachers with UW scientists as they conduct research together hydrothermal vents on the ocean floor. He is a co-PI on a recent grant from the National Institute of Health called Collaborations to Advance the Understanding of Science and Ethics. The research component involves studying how teachers use bio-ethical issues as a context to help students understand the nature of science, rhetorical argument, and advanced subject matter. The grant is a joint effort of the UW and the Washington Association for Biomedical Research. Windschitl is also a co-PI on a grant to help teachers on the Olympic Peninsula utilize local natural resources as contexts to support inquiry-based mathematical reasoning in students has three overlapping areas of interest. He studies the relationships between the ways in which science teachers conceptualize and practice classroom inquiry and the different ways in which scientists actually go about their work. He is also attempting to theorize about how the science education community, as a whole, fosters particular kinds of public discourse about the disciplinary pursuits of science and, in turn, influences classroom teaching nationwide. Finally he writes about the dilemmas that teachers face in cultivating reform-oriented cultures of learning in their classrooms, particularly those grounded in the philosophy/theory of constructivism. Windschitl teaches science methods in the COE Teacher Education Program. He earned his B.S. in zoology, M.S. in educational research and evaluation, and his Ph.D. in curriculum and instruction all from Iowa State University.