INVITED PRESENTER BIOGRAPHICAL INFORMATION

Amy Dray
Program Officer, Spencer Foundation
Amy Dray is a program officer at the Spencer Foundation. Previously, she was a researcher in quantitative methods and assessment at the University of California, Berkeley. She was also a public school teacher in Boston and worked in educational publishing. Dray received her doctoral degree in Education at Harvard University.

Kumar Garg
Senior Fellow, Society for Science & the Public
At the Society for Science & the Public, Kumar Garg offers his expertise as a leading policymaker and strategist to the Society's mission of cultivating scientific understanding among children and adults. Garg helped shape science and technology policy for the Obama Administration for nearly eight years, serving in a variety of roles in the White House Office of Science and Technology Policy (OSTP). He led the Obama Administration's efforts to bolster STEM education, including the Educate to Innovate campaign with over $1 billion in in-kind and philanthropic investment, developed major State of the Union initiatives to train 100,000 excellent STEM teachers and bring computer science to all K–12 students, and created iconic events such as the White House Science Fair. Working with the OSTP deputy director, Garg supervised a team of 20 staff with portfolios from fields including biotechnology, entrepreneurship, space, advanced manufacturing, broadband, nanotechnology, behavioral sciences, the Maker Movement, digital media, prizes, and broader innovation policy. As a senior leader at OSTP, Garg was involved in policy development, implementation, and communication of a wide range of science and technology issues, including more than 25 Presidential events. Prior to his time in government, Garg worked on behalf of parents and children seeking educational reform as an education lawyer and advocate. Garg received a BA from Dartmouth College and a law degree from Yale Law School.

Chris Hulleman
Associate Professor, University of Virginia
Chris Hulleman is principal investigator of the Motivate Lab and an associate professor at the Curry School of Education at the University of Virginia. He is also a fellow at the Carnegie Foundation for the Advancement of Teaching and co-director of the Motivation Research Institute at James Madison University. His research explores how motivation and mindsets impact human development and growth, particularly in education. He also researches the methods of evaluating educational interventions. In 2014–15, he was a fellow-in-residence at the Center for Advanced Study of Behavioral Sciences at Stanford University. He received his BA from Central College and his PhD in Experimental Social and Personality Psychology from the University of Wisconsin-Madison in 2007. Prior to his career in psychology, he spent six years as a teacher and coach in Iowa.

Karen Johnson
Senior Program Officer, Bill & Melinda Gates Foundation
Karen Johnson is a senior program officer at the Bill & Melinda Gates Foundation. Johnson's work centers on identifying opportunities to catalyze research and development of new, breakthrough solutions for K–12 students and teachers. Her focus is to cultivate an ecosystem of educators, researchers, and entrepreneurial product developers to pilot new models, tools, and platforms. Previously, Johnson spent a decade marketing and building K–12 digital tools in social studies, science, mathematics, and language arts. She has spent countless hours conducting usability tests with teachers and working with software developers to implement teachers' feedback. Johnson's current area of focus is how we can dramatically improve mathematics learning by black, Latino, and low-income students in grades 3–9 mathematics.

Odis Johnson, Jr.
Director, Graduate Studies of the Department of Education; Associate Professor, Departments of Sociology and Education; Faculty Scholar, Institute of Public Health, Washington University
Currently at Washington University in St. Louis, Odis Johnson Jr., is director of graduate studies of the Department of Education, an associate professor in the Departments of Sociology and Education, and a faculty scholar at the Institute of Public Health. Prior to his appointments at Washington University, Johnson chaired the African American Studies Department at the University of Maryland. Johnson's research examines how neighborhoods, schools, and public policies relate to social inequality, youth development, and the status of African American populations. His work on these topics has earned him the 2013 Outstanding Review of Research Award from the American Educational Research Association, the leading professional association of education research, and the 2015 Outstanding Author Contribution Award in the Emerald Literati Network Awards for Excellence. Johnson's work has been funded by grants from the Spencer Foundation, National Institutes of Health (NIH), American Educational Research Association (AERA), and NSF, and has appeared in high-visibility journals, including the *Review of Educational Research* and the *Annals of the Academy of Political and Social Research*. He currently is the principal investigator of a four-year NSF study addressing how formal social control in neighborhoods and schools impacts the career trajectories of race–gender groups. Johnson makes frequent appearances in media outlets, and serves as an advisor to governmental agencies and school systems to improve the lives of young people, urban neighborhoods, and social programs.

Karen Karp
Professor, Johns Hopkins University
Karen Karp is a professor at Johns Hopkins University's School of Education. For 21 years, she was a mathematics teacher educator at the University of Louisville in Kentucky, where she is now professor emeritus. She is a former member of the NCTM Board of Directors and a former president of the Association of Mathematics Teacher Educators. In addition to Karp's background as a certified mathematics teacher, she is a certified special education teacher. She continues to work in classrooms to support teachers of students with disabilities in their mathematics instruction. Karp is author of more than 25 books, including *Elementary and Middle School Mathematics: Teaching Developmentally* (co-authored with Van de Walle and Bay Williams), and numerous book chapters and articles. Her three articles on "Rules That Expire" (co-authored with Bush and Dougherty) have appeared in each of the NCTM journals for teachers.

Thomas A. Kochan

George M. Bunker Professor of Work and Employment Relations, MIT's Sloan School of Management; Co-Director, MIT Institute for Work and Employment Research

Thomas A. Kochan is George M. Bunker professor of work and employment relations at MIT's Sloan School of Management, is co-director of the MIT Institute for Work and Employment Research, and was chair of the MIT faculty from 2009 to 2011. He is past president of the Industrial Relations Research Association and the International Industrial Relations Association. Among his books are *Restoring the American Dream: A Working Families' Agenda for America* (2005), *Labor Relations in Emerging Economies* (2015) (with Harry Katz and Alex Colvin), and *Shaping the Future of Work: A Handbook for Action and a New Social Contract* (2017) (with Lee Dyer). His on-campus and online teaching focuses on actions needed by individuals, employers, government, labor organizations, and educators to shape the future of work in ways that help heal the divides in society and build a more inclusive economy and broadly shared prosperity. He is a member of the National Academy of Human Resources and the National Academy of Arbitrators, and is a fellow of the Labor and Employment Relations Associations. Kochan received his PhD in Industrial Relations from the University of Wisconsin in 1973.

Ruth Curran Neild

Director, Philadelphia Education Research Consortium

Ruth Curran Neild is director of the Philadelphia Education Research Consortium (PERC), a research–practice partnership that works alongside Philadelphia's public education sectors to conduct practical, rigorous, independent research on locally prioritized education questions. PERC makes its home at Research for Action, the Philadelphia-based nonprofit education research organization. From 2011–17, Neild served in several senior leadership roles at the Institute of Education Sciences (IES) arm of the U.S. Department of Education, including as the delegated director of IES from 2015 to 2016. In these roles, she championed rigorous and relevant research, research–practice partnerships, and clear communication of research findings through a variety of media. Previously, she was a research scientist at the Johns Hopkins University Center for Social Organization of Schools and a member of the standing faculty at the University of Pennsylvania Graduate School of Education.

Julie Sarama

Kennedy Endowed Chair in Innovative Learning Technologies and Professor, University of Denver

Julie Sarama is the Kennedy Endowed Chair in Innovative Learning Technologies and professor at the University of Denver. She conducts research on young children's development of mathematical concepts and competencies, implementation and scale-up of educational reform, professional development models and their influence on student learning, and implementation and effects of software environments (including those she has created) in mathematics classrooms. These studies have been published in more than 65 refereed articles, 5 books, 53 chapters, and 70 additional publications. Sarama has directed over 24 projects funded by NSF, IES, and NIH. She was principal investigator on her latest NSF award, Early Childhood Education in the Context of Mathematics, Science, and Literacy. She co-directed three large-scale studies funded by IES: (1) Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies; (2) a longitudinal extension of that work, Longitudinal Study of a Successful Scaling Up Project: Extending TRIAD; and (3) an efficacy study, Increasing the Efficacy of an Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation. Another recent project, funded by the Heising-Simons Foundation and the Gates Foundation, Scalable Professional Development in Early Mathematics: The Learning and Teaching with Learning Trajectories Tool, is updating and disseminating a professional development software application empirically supported in previous projects.

Bror Saxberg
Vice President, Learning Science, Chan Zuckerberg Initiative (CZI)
As vice president of Learning Science, Bror Saxberg is responsible for CZI's thinking about how to expand and apply learning science results and good learning measurement practice at scale to real-world learning situations across the full span of learning—pre–K, K–16, and beyond. Saxberg most recently served as chief learning officer at Kaplan, Inc., where he was responsible for the research and application of innovative evidence-based learning strategies, technologies, and products across Kaplan's full range of educational services offerings. He also worked to maintain consistent learning standards for Kaplan's products and services. Saxberg served as senior vice president and chief learning officer at K12, Inc., where he was responsible for designing both online and offline learning environments and developing new student products and services. He has also held positions at Knowledge Universe, Dorling Kindersley, and McKinsey. Saxberg received an Honors BA in Mathematics and a BS in Electrical Engineering from the University of Washington, an MA in Mathematics from Oxford University, a PhD in Electrical Engineering and Computer Science from MIT, and an MD from Harvard Medical School.

Jessaca Spybrook
Professor, Western Michigan University
Jessaca Spybrook is a professor in the Evaluation, Measurement, and Research Program at Western Michigan University. Her research focuses on improving the quality of the designs of group randomized trials in education. She co-authored the software and documentation for Optimal Design Plus, a program that assists research in planning adequately powered trials. Her work has been supported by federal agencies, such as IES and NSF, and by foundations, including the William T. Grant Foundation. In 2010, she was awarded a National Academy of Education/Spencer Postdoctoral Fellowship. Spybrook earned her master's in Applied Statistics and PhD in Education from the University of Michigan. Prior to attending graduate school, she was a seventh-grade mathematics teacher.

Grace Suh
Director, Education Programs for Corporate Citizenship and Corporate Affairs, IBM Corporation
Grace Suh is director of Education Programs for Corporate Citizenship and Corporate Affairs at the IBM Corporation. In her position, she manages IBM's global education portfolio of STEM and teacher professional development programs. Prior to IBM, Suh worked at the Children's Defense Fund, a national child advocacy organization in Washington, DC, where she focused primarily on child welfare policy. In addition to the corporate and nonprofit sectors, Suh has worked on education and children's issues in state and city governments. She serves on a number of education committees and boards, including the Cahn Fellows Programs and Schools That Can. She has a master's degree in Public Policy from the John F. Kennedy School of Government at Harvard University and a bachelor's degree from Columbia University.