



# Community for Advancing Discovery Research in Education

## MENTORING PLAN WEBINAR

Tuesday, October 13, 2015

### Panelist Bios

#### [Karen King](#)

*Program Director, National Science Foundation*

Karen King is a program director at the National Science Foundation (NSF) in the [Division of Research on Learning in Formal and Informal Settings in the Education and Human Resources Directorate](#). Previously she served as director of research for the National Council of Teachers of Mathematics, the largest professional association of mathematics teachers in the world. Her current research focuses on urban mathematics reform, the mathematics preparation of elementary and secondary teachers, and the policies of mathematics teacher professional development. She has been the PI or co-PI on several NSF-funded grants. King has a B.S. in Mathematics from Spelman College and a Ph.D. in Mathematics Education from the University of Maryland, College Park.

#### [Derek Riley](#)

*Senior Research Associate, Policy Studies Associates*

Derek Riley is a senior research associate at [Policy Studies Associates](#). He works with federal agencies, school districts, foundations, and non-profit organizations to conduct qualitative research and evaluation on education programs, policies, and practices on a wide range of topics and seeks to produce usable, practical knowledge. His research focuses on federal technical assistance, school improvement, educational leadership, STEM education, and teacher professional development, and he conducts research that investigates implementation and the contextual features that contribute to an initiative's outcomes. Riley has a B.S. in Education from Miami University and an Ed.M. from Harvard Graduate School of Education.

#### [John Settlege](#)

*Professor, University of Connecticut*

John Settlege is a professor of science teacher education at the [Neag School of Education](#) at the University of Connecticut. His research interests and areas of expertise include achievement gap, science teaching and learning, and school organization and leadership in science. He is a member of the American Educational Research Association, National Association for Research in Science Teaching, and an affiliated researcher at the UConn Center for Education Policy Analysis. He currently serves as PI on the DR K-12 project [School Organization and Science Achievement: Organization and Leadership Influences on Equitable Student Performance](#). Settlege has a B.S. in Biology, Ecology & Evolutionary Biology and B.A. in Science Education from Northeast Missouri State University, an M.A. in BioScience Education from Truman State University, and a Ph.D. in Curriculum & Instruction from the University of Missouri.

#### [Julianne Wenner](#)

*Assistant Professor, Boise State University*

Julianne Wenner is an assistant professor in the Department of Curriculum, Instruction, and Foundational Studies at [Boise State University](#). Her current research focuses on teacher leadership, elementary science education, and equitable science achievement. She is a member of the American Educational Research Association, National Association for Research in Science Teaching, Association for Science Teacher Education, and National Science Teachers Association. Wenner has a B.S. in Elementary Education from Miami University, an M.S. in Science Education from Montana State University, and Ph.D. in Science Education and a Certificate of Interdisciplinary Qualitative Studies from the University of Georgia.

## **Christopher Wright**

*Assistant Professor, University of Tennessee*

Christopher Wright is an assistant professor of science education in the [Department of Theory and Practice in Teacher Education](#) at the University of Tennessee. Wright has worked with in-service teachers to examine ways in which to recognize the intellectual and linguistic resources that young people from urban communities bring to the disciplines of science and engineering. He currently serves as co-PI on the DR K-12 project [Multimedia Engineering Notebook Tools to Support Engineering Discourse in Urban Elementary School Classrooms](#). This project seeks to equip elementary school teachers with the necessary tools for promoting and supporting students' reflective decision-making throughout the engineering design process. Wright has a B.Arch. from Hampton University, an M.Ed. in Technology Education from the University of Maryland, Eastern Shore, and a Ph.D. in Science Education from Tufts University.