

Exploring the Overlap between “Literacy for Science” and the Practice of
Obtaining, Evaluating, and Communicating Information: A Workshop

Steering Committee Biosketches

CHAIR

P. David Pearson is a faculty member in the programs in language and literacy and human development at the Graduate School of Education at the University of California, Berkeley, where he served as dean from 2001-2010. Dr. Pearson is currently working on ‘Seeds of Science/Roots of Reading,’ which is a research and development effort with colleagues at Lawrence Hall of Science in which reading, writing, and language are employed as tools to foster the development of knowledge and inquiry in science. He is also participating in the Strategic Education Research Partnership, a collaboration designed to embed research within the portfolio of school-based issues and priorities. Dr. Pearson works with teachers in middle and high schools in New York City to figure out how to promote deeper learning as teachers try to navigate the new Common Core State Standards in English Language Arts. Prior to coming to Berkeley in 2001, he served on the faculties of education at Michigan State University, the University of Illinois, and the University of Minnesota. Dr. Pearson has recently served on a National Research Council Committee on Defining Deeper Learning and 21st Century Skills and a Panel to Review Alternative Data Sources for the Limited-English Proficiency Allocation Formula under Title III, Part A, Elementary and Secondary Education Act. Dr. Pearson received his B.A. in history from the University of California, Berkeley, taught elementary school in California for several years, and went on to complete his Ph.D. in reading education at the University of Minnesota.

Juan-Carlos Aguilar is the science program manager for the Georgia Department of Education. He oversees state policy in the area of science education, coordinates K-12 science curriculum development, co-directs Georgia’s K-12 STEM initiative, supervises the alignment of the state assessments with the Georgia Performance Standards for science and serves as liaison between the Georgia Department of Education and the different science organizations across the state, and the Georgia Department of Education and the Georgia University System in the area of science. Previously, Dr. Aguilar was a middle school science and mathematics teacher in Fayette County, Kentucky’s Spanish Immersion Program. He is the president of the Council of State Science Supervisors. He is the primary point of contact for Georgia’s involvement in the NGSS implementation. Dr. Aguilar holds a Ph.D. in physics from the University of Kentucky.

Sarah Michaels is Professor of Education and the Senior Research Scholar at the Hiatt Center for Urban Education. Dr. Michaels’ research focuses on academically productive talk in math, science, and English language arts, from pre-kindergarten through high school. She also works on curriculum and professional development, focusing central attention on teacher-guided whole group discussion. Dr. Michaels is a co-author of *Ready, Set, SCIENCE!: Putting Research to Work in the K-8 Science Classroom*, as well as *Accountable Talk: Classroom Conversation that Works* (in collaboration with the Institute for Learning at the University of Pittsburgh. Most recently, she’s been working on developing the Next Generation Science Exemplar System (NGSX), a cyber-enabled learning environment designed to support teachers’ understanding of

the NRC *Framework* and Next Generation Science Standards. This work promotes teachers as researchers, documenting and reflecting on their own classroom practice, generating new and useable knowledge to improve instruction and student learning in their own and others' classrooms. Dr. Michaels holds a B.A. from Barnard College, and an M.A. and Ph.D. in education (language and literacy) from the University of California, Berkeley

Elizabeth Birr Moje is the associate dean for research and an Arthur F. Thurnau professor in the School of Education at the University of Michigan. She also serves as a faculty associate in the university's Institute for Social Research, in Latino/a Studies, and in the joint program in English and education. Her research interests revolve around the intersection between the literacies and texts youth are asked to learn in disciplines (particularly in science and social studies) and the literacies and texts they experience outside of school. In addition, Dr. Moje studies how youth make culture and enact identities from their home and community literacies, and from ethnic cultures, popular cultures, and school cultures. She is particularly interested in intervening on the complex relationship between the cognitive and linguistic demands posed by increasingly advanced content area reading and writing tasks of schooling and the motivational demands posed by adolescents' development and exploration of many different pathways to adulthood. She served as a member of the National Research Council's Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy. Dr. Moje earned her Ph.D. in literacy and language; research methodology from Purdue University.

Susan Pimentel is a founding principal of Student Achievement Partners. She was a contributing author of the Common Core State Standards for English Language Arts/Literacy. Ms. Pimentel's efforts have been focused on helping communities, districts, and states across the nation work together to advance education reform and champion proven tools for increasing academic rigor. Her work has resulted in the phase-out of student tracking, enriched core curricula, and advances in results-based school accountability programs. Ms. Pimentel also has led several national improvement efforts, including two multi-state adult education reform initiatives under the auspices of the U.S. Department of Education, Office of Adult and Vocational Education, and the development of content for the American Board for Certification of Teacher Excellence—a rigorous discipline-specific national teacher test. Since 2007, she has served on the National Assessment Governing Board that advises on the nation's report card, the National Assessment of Educational Progress. She is co-author with Denis P. Doyle of the best-selling book and CD-ROM, *Raising the Standard: An Eight-Step Action Guide For Schools and Communities*. Ms. Pimentel holds a B.A. in early childhood education and a law degree from Cornell University.

Helen Quinn is professor emerita in the Department of Particle Physics and Astrophysics at the SLAC National Accelerator Laboratory, and co-chair of Stanford University's K12 Initiative. Dr. Quinn is a theoretical physicist who was inducted into the National Academy of Sciences in 2003 and holds numerous honors, including the prestigious Dirac and Klein medals, for her research contributions. She has had a long term engagement in education issues and has worked on them at the local, state, and national level. Her interests range from science curriculum and standards to the preparation and continuing education of science teachers. She was an active contributor to the California State Science Standards development. She is a member and former president of the American Physical Society. Dr. Quinn has served on numerous National

Research Council committees. Her current NRC committee work includes chairing the Board on Science Education and as a member of the Committee on a Framework for Assessment of Science Proficiency in K-12. Her previous NRC experience includes the Committee on Conceptual Framework for New Science Education Standards (chair); the Committee on the Review and Evaluation of NASA's Pre-College Education Program (chair); the committee that produced the report *Taking Science to School*; and the Committee on Astro 2010 Panel on Particle Astrophysics and Gravitation. She received her Ph.D. in physics from Stanford University.