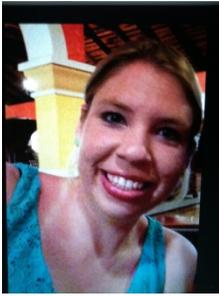## Distinguished Educator Judges
2016-2017

Nealyn Dunlop is a seventh grade general science teacher in New Bedford, Massachusetts with over six years of teaching experience, five of which in an urban setting. She served as an Inaugural Year judge for the Bright Schools Competition. She is a National Science Foundation Teaching Fellow in cooperation with the University of Massachusetts, Dartmouth. She holds a Master of Arts in Teaching and a Bachelor's degree in Biology.

Dr. Melissa Hamilton has been in science education for twenty-four years and has taught science to almost every grade level, K-12. She has held various leadership roles in school

districts in both California and Virginia and has led professional development for over 2,000 teachers. In addition, she has participated in the Teacher at Sea program through Sea Education Association, the Fulbright Summer Scholars program to visit schools throughout India, joined NSTA for their 2010 Sino-American Science Education Summit, and twice received Collea's Teacher Achievement Award Program which allowed her to visit top performing countries in science (Japan, Singapore, and Australia) to examine their best practices.

Dr. Frances Scelsi Hess is a National Board Certified Teacher who has also been honored with the Presidential Award for Excellence in Science and Mathematics Teaching, selected as an Einstein Distinguished Teacher Fellow Finalist, and received the Distinguished Alumni Award from the State University of New York College at Oneonta. She received her doctorate in science education from Columbia University.

Aside from a long and successful teaching career within the classroom specializing in the Earth, space and environmental sciences, Dr. Hess has mentored students and colleagues through workshop presentations, practice teacher supervision and the teaching of both undergraduate and graduate level courses as an adjunct professor. As a textbook author and through her work at the New York State Education Department in the areas of curriculum, assessment and standards development and correlation she has influenced the education of students and teachers both state and nationwide.

Professionally, Dr. Hess maintains a leadership role in The Science Teachers Association of New York State serving as President in 2013-2014, The National Science Teachers Association serving as District IV Director from 2012-2015, and numerous leadership roles in other professional organizations. She has received numerous awards, including that of a Fellow for her exemplary leadership and service to the organizations. She received Phi Delta Kappa Read Educational Travel Scholarships to Australia, New Zealand, and Italy. As a strong advocate in the promotion of scientific literacy, especially in the areas of the Earth and space sciences, she was asked and presented her views on science education to the Education Committee of the United States House of Representatives. She is an activist for the assurance of the exposure to the sciences for all students in all geographic areas with special encouragement and opportunities for female participation and career considerations in STEM.

Kenneth L. Huff is a National Board Certified Teacher in early adolescence science. His present appointment is a middle school teacher in the Williamsville Central School District, Williamsville, NY. Kenneth serves the New York State Education Department as a member of its Science Education Steering Committee, and he founded and leads a Young Astronaut Council for fifth through eighth grade students at his school. In addition to his teaching responsibilities, Kenneth is a member of the National Science Teachers Association (NSTA), Board of Directors-Division Director Middle Level Science Teaching; Vice-chair, The National Academies of Sciences, Engineering, and Medicine Teacher Advisory Council; Director of Professional Development, Science Teachers Association of New York State; and a Candidate Support Provider for National Board for Professional Teaching Standards.

Kenneth is past president of the Association of Presidential Awardees in Science Teaching, and served on the writing team for the Next Generation Science Standards (NGSS). Mr. Huff has been recognized for his teaching and science leadership including the Presidential Award for Excellence in Mathematics and Science Teaching, Empire State Excellence in Teaching Award, NSTA Robert E. Yager Foundation Excellence in Teaching Award, NSTA PASCO STEM Educator Award, NSTA Outstanding Aerospace Educator Award, and NSTA Toyota Tapestry Award. He is the recipient of the Douglas B. Seager Award for Outstanding Contributions to Science Education, Science Teachers Association of New York State Excellence in Science Teaching Award, Educator Achievement Award from the American Institute of Aeronautics and Astronautics, and has been inducted into the Crown Circle for Aerospace Education Leadership by the National Congress on Aviation & Space Education. A New York native, Kenneth earned his BS and MS from the State University of New York College at Buffalo.

Jen Gutierrez spent 16 years as an elementary classroom teacher before moving to the district
level to support teachers K-12 in science instruction, eventually moving
into her current role as a K-12 STEM Education Specialist. She is a member
of the Next Generation Science Standards writing team, including the
Diversity and Equity team. Jen stays active in science and engineering
education, serving on the Arizona Science Teachers Association Executive
Board and the National Science Teachers Association Council as District
XIV Director.

Christopher McChesney is a science and engineering teacher at Pikesville Middle School in
Baltimore, Maryland, and was a PASCO NSTA STEM Educator Award
winner in 2016.

Edward (Eddie) J. McGrath is the Science Supervisor of the Red Clay Consolidated School
District in Wilmington, Delaware. Eddie oversees the science program in
all 27 schools in the district in grades from kindergarten through 12th
grade. Eddie received a B.A. degree in biology from Gettysburg College
in 1984. After a brief career as a medical technologist in microbiology,
he began teaching high school and middle school science in 1994. Eddie
earned his Master of Instruction degree from the University of Delaware
in 2007, and was promoted to Science Supervisor in 2010. His major
accomplishments in this position include implementation of the STEM
Summer Scholars program for 300 students in grades 4-8, implementation of a rigorous science
safety program in the district, and state as well as leadership in moving Delaware forward in
Next Generation Science Standards implementation.

Elizabeth (Liz) Orlandi, M.S., is a former research scientist with over 16 years of K-8 teaching
experience. After completing her degree, she worked at the University of
Kentucky Biochemistry Department at the Center for Disease and Aging,
followed by 14 years at the United States Department of Agriculture.
While at the U.S.D.A. she co-authored numerous research manuscripts,
book chapters, and reviews on plant cell/bacteria interactions, earning
four U.S.D.A. Certificates of Merit for Outstanding Research. She
gradually made the transition to the classroom, while spending summers
as a visiting scientist at the USDA on a grant from the University of

Pennsylvania. She holds an Advanced Professional Certification from the Maryland State Department of Education and received the Golden Apple Award from the Archdiocese of Washington, D.C. in 2015. She is a member of the National Science Teachers Association, and the NSTA Middle Level Committee, and provides peer reviews for Science Scope journal. She currently serves on the K-8 science standards writing team for the Archdiocese of Washington, D.C. and presents professional development courses for K-8 science teachers on Science Inquiry.

Peggy Perdue is a middle school science teacher for the Fox Chapel Area School District outside of Pittsburgh, PA. She has taught science from preschool through eighth grade in public and private schools in three states. Peggy was also a science consultant, held science camps, and took hands-on science activities to schools in southwestern Pennsylvania. She has written six science books for teachers, published a monthly national science newsletter, contributed to two elementary science series, developed curriculum for Carnegie Mellon University's Gifted and Talented Outreach Program and presented at local and national science conferences. Peggy has been a reviewer for Scott Foresman, NSTA Books and Science Scope. She served as an Inaugural Year judge for the Bright Schools Competition and she is a member of the National Science Teachers Association, Pennsylvania Science Teachers Association and is on the National Middle Level Science Teachers Association Board.

John Dale, FAIA, LEED AP, has been planning, programming and designing educational environments for over 25 years. In 2007, he was named a Fellow of the American Institute of Architects (AIA) for this focus. By defining small learning communities which boost student achievement and galvanize community involvement, he creates high performance learning environments that are widely recognized models of regional and national significance. Mr. Dale also promotes green schools. Building on evidence-based research, he puts in practice the theory that students are healthier and learn more effectively in well-ventilated, acoustically balanced, naturally lit spaces with strong connections to the outdoors.

A Principal, and Pre-K--12 Studio Leader for Harley Ellis Devereaux, a national Architecture and Engineering firm, John's projects have been honored with numerous awards at national, state and local levels. He has taught at USC, MIT, UCLA, California State Polytechnic University, Pomona and participated in symposia, design reviews and competition juries. His articles and projects have appeared in books and journals, including: Green Technology Magazine, LA Architect (Form Magazine), Learning by Design, Spazio e Società, Architectural Record, Faith & Form, and the LA Forum for Architecture and Urban Design Newsletter (online).

John is just completing his term as Chair of the Leadership Group of AIA's National Committee on Architecture for Education. He is also a member and Past-President of the Board of Directors of the A+D (Architecture and Design) Museum, Los Angeles.

Claire Gallagher, with Masters degrees in Architecture and Secondary Science Education, and a doctorate in architecture education, has extensive experience in both design and education. She has taught a wide range of content and grade levels including K-12 math and science in New Jersey public schools, architecture design studio at Carnegie Mellon University, and teacher education courses at the undergraduate and graduate levels at Monmouth University and Georgian Court University; she developed the curriculum and served as Coordinator of Curriculum for the Charter High School for Architecture and Design in Philadelphia, and was the Director of Teacher Residencies at Frank Lloyd Wright's Fallingwater for over 20 years. Dr. Gallagher is an active researcher in the area of pedagogy and school design, a published author, and a frequent speaker at conferences in the US and abroad. She is the Chair of the American Institute of Architects Committee on Architecture for Education's Leadership Group, a member of the Advisory Council of the Academy of Neuroscience for Architecture at the Salk Institute in

La Jolla, CA, and is currently a Professor of Education at Georgian Court University in Lakewood, New Jersey.

Lisa J. Meltzer, PhD, CBSM, is an Associate Professor of Pediatrics at National Jewish Health and Family Medicine at the University Of Colorado School Of Medicine. She received her PhD in Clinical and Health Psychology from the University of Florida, and completed her clinical internship and post-doctoral fellowship at the Children's Hospital of Philadelphia. She was selected as a Pickwick Postdoctoral Fellow in Sleep Research by the National Sleep Foundation, studying sleep patterns in parents of children with chronic illnesses. Dr. Meltzer is board certified in Behavioral Sleep Medicine by the American Board of Sleep Medicine, and directs the Pediatric Behavioral Sleep Clinic and Actigraphy Clinic at National Jewish Health. She is also the co-author of Pediatric Sleep Problems: A Clinician's Guide to Behavioral Interventions. Dr. Meltzer currently serves as the Sleep Education Fellow for the National Sleep Foundation, developing programs to educate primary care providers about sleep health. Finally, Dr. Meltzer has a funded program of research examining sleep in children with chronic illnesses and their parents, the impact of deficient sleep on health outcomes in adolescents with asthma, as well as the development and validation of objective and subjective measures of pediatric sleep.

Edward Likovich, PhD, is the CEO of GoodLux Technology, the company that invented and produces SunSprite, a digital health engagement solution for depression treatment. In addition to a typical CEO role, as a light physicist, Edward is deeply engaged in product development. He is currently an Entrepreneur in Residence with Meritage Funds in Denver, Colorado.

After completing his Ph.D. at Harvard, Edward worked for JP Morgan in New York, where he traded fixed income securities on an algorithmic trading desk that handled billions of dollars in transactions each day. Edward lead a 12-person team focused on product development and enterprise-wide market rollout of "Quantitative Market Making", an algorithmic trading platform for external clients to leverage JP Morgan's trading algorithms. The product was successfully developed and deployed and handles over $1 billion per day.

Prior to JP Morgan, Ed was appointed the Senior Resident Tutor at Harvard's Dunster House where he managed and executed the sophomore academic advising program (managing 12 tutors, overseeing 120 students). In the three years that Ed ran the program, Dunster House outperformed the other 11 houses and accomplished the goal of achieving and holding the #1 ranking, a 20% performance improvement from #6 the previous year. Edward attended Harvard for both his undergraduate and graduate education. He holds a Ph.D. in Applied Physics, where

he focused on experimental semiconductor physics and novel materials for light emission and light collection. Over the course of his graduate research, Edward was first or corresponding author on seven publications and co-wrote two patents, majority of which focused on light. He was awarded the Department of Homeland Security's Graduate Research Fellowship for three years.