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 College of Education
 California State University, Dominguez Hills
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Education

Ph.D.	Psychological Studies in Education Graduate School of Education and Information Studies University of California, Los Angeles <i>Dissertation committee members: William A. Sandoval (chair), Noel Enyedy, Hilary Godwin, Jose Felipe Martinez, John Rogers</i>	2015
M.A.	Educational Technology Michael D. Eisner College of Education California State University, Northridge <i>Supplemental Teaching Authorization: Computer Concepts and Applications</i>	2007
Single Subject Teaching Credential	Biological Sciences (CLAD) Michael D. Eisner College of Education California State University, Northridge	2005
B.S.	Applied Health Azusa Pacific University	1997

Academic Appointments

Assistant Professor College of Education, Division of Teacher Education California State University, Dominguez Hills <i>Engineering and the Arts (undergraduate) Secondary Methods – Science Secondary Methods – Computer Science Teaching Practicum Seminar Elementary Science Teaching Methods Science and Social Inquiry (Master’s in Curriculum and Instruction)</i>	August 2019 – present
Executive Director Academic Research and Evaluation Center (AREC) College of Education California State University, Dominguez Hills	April 2022 – present

Assessment Coordinator August 2019 – present
College of Education
California State University, Dominguez Hills

Postdoctoral Researcher Sept 2015 – July 2019
Center X
University of California, Los Angeles
Developing Teachers' Capacity to Promote Argumentation in Secondary Science
Funded by National Science Foundation
Supervisor: William A. Sandoval, Ph.D.

*Inspiring Minds through a Professional Alliance of Community Teachers (IMPACT):
An Urban Teacher Residency Program*
Funded by U.S. Department of Education
Supervisor: Annamarie Francois, Ed.D.

Lecturer & Novice Teacher Faculty Advisor July 2016 – July 2019
Teacher Education Program, Center X
University of California, Los Angeles
Secondary Science Methods
Curricular Decision Making
Directed Field Experience
Knowledge and Inquiry in the Classroom (MA thesis)

Refereed Publications

Kawasaki, J. (2022). Examining the instructional norms that support student participation and engagement in whole class science discussions. In Chinn, C., Tan, E., Chan, C., & Kali, Y. (Eds.) *International Collaboration toward Educational Innovation for All; Overarching Research, Development, and Practices. Proceedings of the 16th International Conference of the Learning Sciences - ICLS 2022*, (p. 425-432). Hiroshima, Japan: International Society of the Learning Sciences.

Francois, A.¹, & **Kawasaki, J.**¹ (2021). Learning to become a community teacher. In A. Francois & K.H. Quartz (Eds.), *Preparing and Sustaining Social Justice Educators*. Cambridge, MA: Harvard Education Press. (¹Authors contributed equally to this chapter and are listed in alphabetical order).

Kim-John, L., Sandoval, W.A., **Kawasaki, J.**, Kovach, J., Perez, L., & Clark, H.F. (2021). Equity oriented science professional development. In A. Francois & K.H. Quartz (Eds.), *Preparing and Sustaining Social Justice Educators*. Cambridge, MA: Harvard Education Press.

Kawasaki, J., Quartz, K.H., & Martinez, J.F. (2020). Using multiple measures of teaching quality to strengthen teacher preparation. *Educational Policy Analysis Archives*. 28(128).
<https://doi.org/10.14507/epaa.28.5001>

Sandoval, W.A., **Kawasaki, J.**, & Clark H.F. (2020). Characterizing science classroom discourse across scales. *Research in Science Education*. <https://doi.org/10.1007/s11165-020-09953-7>

Kawasaki, J., Clark, H.F., & Francois, A. (2020). Supporting Novice Teachers' Learning to Enact a Social Justice Framework of Science Teaching. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020*, Volume 4 (pp. 1887-1894). Nashville, Tennessee: International Society of the Learning Sciences. (Nominated for Best Paper at ICLS 2020).

Kawasaki, J. & Sandoval, W.A. (2020). Examining teachers' instructional goals around the science and engineering practices from the Next Generation Science Standards. *Journal of Science Teacher Education*. 31(4), 384-400.

Sandoval, W., **Kawasaki, J.**, & Clark, H.F. (2020). Fundamental Challenges to Learning to Teach Science as Practice. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020*, Volume 4 (pp. 2429-2430). Nashville, Tennessee: International Society of the Learning Sciences.

Clark, H.F., Sandoval, W.A., & **Kawasaki, J.** (2020). Teachers uptake of problematic assumptions of climate change in the NGSS. *Environmental Education Research*. 26(8), 1177-1192.

Kawasaki, J. & Sandoval, W.A. (2019). The role of teacher framing in producing coherent NGSS-aligned teaching. *Journal of Science Teacher Education*. 30(8), 906-922.

Nava, I., Park, J., Dockterman, D., **Kawasaki, J.**, Schweig, J., Quartz, K.H., & Martinez, J.F. (2019). Measuring teaching quality of secondary mathematics and science residents: A classroom observation framework and pilot generalizability study. *Journal of Teacher Education*, 70(2), 139-154.

Kawasaki, J., Anderson-Levitt, K.A., Nenadal, L., Tanio, N., Pham, J., Diera, C., & Francois, A.F. (2018). From theory to practice: How pre-service science teachers learn to become social justice educators. In J. Kay & R. Luckin (Eds.), *Proceedings of the Rethinking learning in the digital age: Making the learning sciences count: The international conference of the learning sciences (ICLS) 2018* (Vol. 2, p. 713-720). London: ISLS.

Sandoval, W.A., Kwako, A., Modrek, A., & **Kawasaki, J.** (2018). Patterns of classroom talk through participation in discourse-focused professional development. In J. Kay & R. Luckin (Eds.), *Proceedings of the Rethinking learning in the digital age: Making the learning sciences count: The international conference of the learning sciences (ICLS) 2018* (Vol. 2, pp. 760-767). London: ISLS.

Quartz, K.H., Martinez, J.F., & **Kawasaki, J.** (2017). Using multiple measures of teaching quality to improve the preparation of urban teachers. *Sage Research Methods Case*. <http://dx.doi.org/10.4135/9781473980143>

Sandoval, W. A., **Kawasaki, J.**, Cournoyer, N., & Rodriguez, L. (2016). Secondary teachers' emergent understanding of teaching science practices. In C. K. Looi, J. L. Polman, U. Cress, & P. Reimann (Eds.), *Proceedings of the Transforming learning, empowering learners: The international conference of the learning sciences (ICLS) 2016* (Vol. 2, pp. 737-744) Singapore: ISLS

Kawasaki, J., DeLiema, D.J., & Sandoval, W.A. (2014). The influence of non-epistemic features of settings on epistemic cognition. *Canadian Journal of Science, Math, and Technology Education*, 14(2), 207-221.

Quartz, K.H., **Kawasaki, J.**, Sotelo, D., & Merino, K. (2014). Supporting assessment autonomy: How one small school articulated the infrastructure needed to own and use student data. *Journal of Educational Change*, 15(2), 125-152.

Kawasaki, J. & Toyofuku, D. (2013). A distributed intelligence approach to multidisciplinary: Encouraging divergent thinking in complex science issues in society. *The STEAM Journal*, 1(1), Article 10, 1-8.

DeLiema, D.J., **Kawasaki, J.**, & Sandoval, W.A. (2012, June). High school students' epistemic engagement in producing documentaries about public science concerns. In J. van Aalst, K. Thompson, M. J. Jacobson & P. Reimann (Eds.), *The future of learning: Proceedings of the 10th International Conference of the Learning Sciences* (Vol. 2, pp. 311-315). Sydney: ISLS.

Sandoval, W. A., **Kawasaki, J.**, Stanford, T., Carriere, S., & Lopez-Prado, B. (2010, June). Disentangling conceptual and epistemic influences on scientific explanation. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Proceedings of the 2010 International Conference of the Learning Sciences* (Vol. 2, pp. 492-493). Chicago, IL: ISLS

Academic Conference Presentations

Modrek, A., Smith, A., Clark, H.F., & **Kawasaki, J.** & Sandoval, W.A, (2022, April). Revising the relationship between epistemology and learning. Paper presented at the 2022 American Education Research Association annual meeting. San Diego, CA.

Kawasaki, J. (2021, October). Stressing out: Teacher candidates' financial worries while being a student teacher. Poster presented at the 2021 California Council on Teacher Education annual meeting. San Diego, CA.

Kawasaki, J., Skousen, D., & Hernandez, J., (2021, April). *Examining the needs and challenges of early career social justice teachers*. Paper presented at the 2021 American Education Research Association annual meeting. Virtual conference.

Kawasaki, J. (2021, January). *Describing classroom science teaching from a social justice perspective*. Paper presented at the 2021 Science Educators for Equity Diversity, and Social Justice annual meeting. Virtual conference.

Kawasaki, J., & Chang, S (2021, January). *Developing institutional capacity to support early career social justice science educators*. Paper presented at the 2021 Association of Science Teacher Educators annual meeting. Virtual conference.

Kawasaki, J., Chang, S., LaTorre, D., & Francois, A. (2020, April). *Capturing the qualities of a productive school site for teaching learning*. Paper accepted for the 2020 American Education Research Association annual meeting, San Francisco, CA (Conference canceled).

Kawasaki, J., Clark, H.F., & Sandoval, W.A. (2020, March). *Teachers' challenges learning to teach coherent NGSS storylines*. Paper accepted for the 2020 National Association of Research in Science Teaching annual meeting, Portland, OR (Conference canceled).

Kawasaki, J., LaTorre, D., Nava, I., Park, J., & Francois, A. (2020, March). *Pre-service teachers' successes and challenges around enacting a social justice framework of science teaching*. Paper accepted for the 2020 National Association of Research in Science Teaching annual meeting, Portland, OR (Conference canceled).

Park, J., Nava, I., & **Kawasaki, J.,** (2020, April). *Supporting preservice teachers actualize theories of student-centered disciplinary discourse practices using video instructional rounds*. Paper accepted for the 2020 American Education Research Association annual meeting, San Francisco, CA (Conference canceled).

Kawasaki, J., Kwako, A., Sandoval, W.A., Clark, H.F., & Modrek, A. (2019, March). *Changes to science teachers' instructional practice in response to professional development*. Paper presented at the 2019 National Association of Research in Science Teaching annual meeting, Baltimore, MD

Sandoval, W.A., Clark, H.F., **Kawasaki, J.,** Kwako, A., & Modrek, A. (2019, March). *Opportunities and obstacles to teacher change from discourse-focused professional development*. Paper presented at the 2019 National Association of Research in Science Teaching annual meeting, Baltimore, MD.

Nava, I., Arias, M., & **Kawasaki, J.** (2019, March). *Capturing pre-service teachers' conceptions and practices of social justice in an urban teacher residency program*. Paper presented at the 2019 National Association of Research in Science Teaching annual meeting, Baltimore, MD.

Sandoval, W.A., **Kawasaki, J.,** Kovach, J., Perez, L., Kwako, A., Clark, H.F., Modrek, A., & Kim-John., L. (2019, April). *Helping teachers conceptualize the radical re-organization of their practice*. Paper presented at for the 2019 American Education Research Association annual meeting Toronto, ON.

Clark, H.F., **Kawasaki, J.** & Sandoval, W.A., (2019, April). *The relationship between the NGSS and classroom practice in climate change instruction*. Paper presented at the 2019 American Education Research Association annual meeting. Toronto, ON.

Nava, I., **Kawasaki, J.,** & Park, J. (2019, April). *STEM Intersections with Identity, Purpose and Advocacy: A framework for Critically Conscious STEM Education* Paper presented at the 2019 American Education Research Association annual meeting. Toronto, ON.

Kawasaki, J., Park, J., & Nava, I., (2018, April). *Examining the instructional norms that support productive disciplinary discourse in whole class discussion*. Paper presented at the 2018 American Education Research Association annual meeting, New York, NY.

Kawasaki, J., & Sandoval, W. A. (2018, April). *The role of teacher framing in producing coherent NGSS aligned teaching*. Paper presented at the 2018 American Education Research Association annual

meeting, New York, NY.

Park, J., Nava, I., & **Kawasaki, J.**, (2018, April). *Project-based learning as a vehicle for humanizing pedagogy in urban secondary math and science classrooms*. Paper presented at the 2018 American Education Research Association annual meeting, New York, NY.

Nava, I., Park, J., & **Kawasaki, J.**, (2018, April). *Humanizing STEAM: Secondary Math and Science Pre-Service Teachers' Conceptions and Initial Translations into Practice*. Poster presented at the 2018 American Education Research Association annual meeting, New York, NY.

Nava, I., Park, J., & **Kawasaki, J.**, (2018, March). *Preservice math and science teachers and their conception and emerging implementation of humanizing STEAM*. Paper presented at the 2018 annual meeting of the National Association of Research in Science Teaching. Atlanta, GA

Latorre, D., Stol, T., & **Kawasaki, J.**, (2017, November). *Leveraging evaluation and research measures for program learning in preservice teacher education*. Paper presented at the 2018 annual meeting of the California Education Research Association, Anaheim, CA.

Kawasaki, J., Sandoval, W.A., Rodriguez, L., Cournoyer, N., & Eggleston, N. (2017, April). *Instructional scaffolds to support teachers develop NGSS-aligned lessons*. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.

Kawasaki, J., Nava, I., & Francois, A. (2017, April). *Supporting pre-service teachers develop asset-based ideas of social justice science teaching*. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.

Kawasaki, J., Sandoval, W.A. & Rodriguez, L., (2017, April). *Teachers' ideas about teaching the science practices in the NGSS*. Paper presented at the National Association of Research in Science Teaching Annual Conference, San Antonio, TX.

Sandoval, W.A., Cournoyer, N., Eggleston, N., Modr k, A., & **Kawasaki, J.**, (2017, April). *Secondary teachers' struggles to develop coherent NGSS instruction*. Paper presented at the National Association of Research in Science Teaching Annual Conference, San Antonio, TX.

Kawasaki, J. & Sandoval, W.A. (2016, April). *Identifying teachers' goals around the NGSS by coordinating between their described and observed classroom instruction*. Paper presented at the American Educational Research Association Annual Conference, Washington DC.

Kawasaki, J., Quartz, K.H., & Francois, A. (2016, April). *Exploring mentors' ideas about preparing novice teachers as social justice educators*. Poster presented at the American Educational Research Association Annual Conference, Washington DC.

Kawasaki, J. & Sandoval, W.A. (2016, April). *Examining the alignment between teachers' classroom instruction and the Next Generation Science Standards*. Paper presented at the National Association of Research in Science Teaching Annual Conference, Baltimore, MD.

Nava, I., Park, J., & **Kawasaki, J.** (2016, April). *Pre-service teachers experience the arts and create STEAM connections toward equity and access.* Paper presented at the American Educational Research Association Conference, Washington DC.

Quartz, K.H., **Kawasaki, J.**, Rivera, N., & Wang, J. (2015, April). *UCLA IMPACT urban teacher residency: Using multiple measures that have programmatic and research value.* Paper presented at the American Educational Research Association Conference, Chicago Il.

Nava, I., Park, J., & **Kawasaki, J.** (2015, April). *Developing professional learning communities around equity focused practice-based teaching.* Paper presented at the American Educational Research Association Conference, April 2015, Chicago Il.

Park, J., Nava, I., Martinez, J.F., Dockterman, D., Quartz, K.H., & **Kawasaki, J.** (2015, April). *Reliability of teacher ratings under the UCLA IMPACT observation framework: Conceptual foundations and generalizability study.* Paper presented at the American Educational Research Association Conference, Chicago Il.

Kawasaki, J. & Sandoval, W.A. (2013, April). *Teachers' ideas about the purpose and use of science education.* Paper presented at the American Educational Research Association Conference, San Francisco, CA.

Francois, A., Quartz, K.H., & **Kawasaki, J.** (2013, April). *The Roles and Identities of Mentors in Urban Teacher Residency Programs.* Paper presented at the American Educational Research Association Conference, San Francisco, CA.

Kawasaki, J., DeLiema, D.J., & Sandoval, W.A. (2012, April). *Using media production as a lever for critical source evaluation.* Paper presented at the American Educational Research Association Conference, Vancouver, BC.

Kawasaki, J. & Quartz, K.H. (2012, April). *Using Data to Innovate: How Teachers Develop Student Assessment Systems to Advance New School Visions.* Poster presented at the American Educational Research Association Conference, Vancouver, BC.

Kawasaki, J. & Sandoval, W.A. (2011, June). *High school students use of method's information to assess the credibility of science news reports.* Paper presented at the DFG-NSF Conference, Public Understanding and Public Engagement with Science, New York, NY, June 29 – July 1, 2011

Foley, B. J., & **Kawasaki, J.** (2009, July). *Building Models from Scratch.* Paper presented at the National Association for Research in Science Teaching, Garden Grove, CA.

Practitioner Publications and Conference Presentations

Kawasaki, J., Gravell, J., Isken, J., & Francois, A. (Eds). (2022), *10 years of IMPACT: Inspiring Minds of a Professional Alliance of Community Teachers – Summer 2022 issue.* Los Angeles: UCLA Center Xchange: Publications and resources for public school professionals.

Gravell, J. & **Kawasaki, J.** (2022). Voices from the field: How a partnership between a local school and university teacher education program supported the development of social justice educators. *10 years of IMPACT: Inspiring Minds of a Professional Alliance of Community Teachers – Summer 2022 issue*. Los Angeles: UCLA Center Xchange: Publications and resources for public school professionals. <<https://centerx.gseis.ucla.edu/xchange/10-years-of-impact/case-study-stem-academy/>>

Kawasaki, J., Skousen, D., & Hernandez, J., (March 2021). *Examining the needs and challenges of early career teacher graduates of our teacher education program*. Paper presented at the 2021 Untenured Faculty Organization, Faculty Research Symposium, CSUDH.

Kawasaki, J. (2021, January). Stipends and district jobs for student teachers are needed to diversify the teaching profession. *EdSource commentary*. Retrieved from <https://edsources.org/2021/stipends-jobs-for-student-teachers-needed-to-diversify-californias-teaching-force/645842>, 1/4/21.

Kovach, J., **Kawasaki, J.**, Perez, L., Clark., H.F., Sandoval, W.A., & Kim-John, L. (2020, November). *Supporting coherent lesson planning around everyday observable phenomena in the NGSS*. Workshop at the California Science Teachers Association annual conference. Palm Springs, CA (virtual conference).

Kawasaki, J., Skousen, D., Henriquez, E., & Hutton, L., (2020, September). *Supporting student success using evaluation and assessment data for coursework improvement*. Paper presented at the 2020 CSU Symposium on Teaching and Learning. Fullerton, CA. (Conference canceled)

Nava, I., & **Kawasaki, J.** (2018, November). *A science observation rubric for rigorous and equitable science teaching*. Workshop presented at the annual meeting of the California Science Teachers Association. Pasadena, CA.

Nava, I., & **Kawasaki, J.** (2017, April). *Development and use of a secondary observation framework to examine and support equitable science teaching*. Workshop presented at the annual meeting of the National Science Teachers Association. Los Angeles, CA.

Kovach, J., Perez, L., **Kawasaki, J.**, Kim-John L., & Sandoval, W.A. (2017, April). *Supporting lesson planning around everyday observable phenomena in the NGSS*. Workshop presented at the annual meeting of the National Science Teachers Association. Los Angeles, CA.

Kawasaki, J., Sandoval, W.A., & Modrek, A. (2017, May). *Supporting teachers to enact ambitious science teaching*. Video presentation for the STEM for All video showcase. <https://multiplex.videohall.com/presentations/974?display_media=video>

Kawasaki, J. & Choi, S.J. (2014). Practice, research and policy brief: Using data to learn, from multiple measures to systems of support. *The Power of Urban Teacher Residencies: The Impact of IMPACT – Fall 2014 issue*. Los Angeles: UCLA Center Xchange: Publications and resources for public school professionals. <<http://centerx.gseis.ucla.edu/xchange/power-of-urban-teacher-residencies/briefing-room/main#using-data>>

Quartz, K.H. & **Kawasaki, J.** (Eds). (2014), *The Power of Urban Teacher Residencies: The Impact of IMPACT – Fall 2014 issue*. Los Angeles: UCLA Center Xchange: Publications and resources for public school professionals.

Professional Service

Reviewer, In Dialogue/En Diálogo	2022
Review Panelist, National Science Foundation, Innovative Technology Experiences for Students and Teachers (ITEST) Program	2022
Reviewer, Association of Science Teacher Educators Annual Meeting	2020, 2022
Dissertation committee member, Chris Tavares, Ed.D. candidate, CSULA Education Leadership Program	2022
Judge, ExplanaJam 2022, CSUN Science Learning Collaboratory, California State University Northridge	2022
Editorial Board, Innovations in Science Teacher Education	2022
Reviewer, Teacher Education Quarterly	2022
Editorial Board, Journal of Science Teacher Education	2019-2022
Mentor, Educating Teacher Educators (ETE) Fellowship Program, California Teacher Education Improvement Research Network, (CTERIN), University of California Office of the President.	2021
Member, California Educator Diversity Project, Research Advisory Committee Center for the Transformation of Schools, UCLA	2021
Member, Association of Science Teacher Educators, Far West Region Annual Conference Organizing Committee, Long Beach CA, January 2022	2021
Reviewer, Canadian Journal of Science, Math, and Technology Education	2017, 2021
Reviewer, Eurasia Journal of Math, Science, and Technology Education	2019, 2021
Reviewer, American Journal of Education	2020, 2021
Reviewer, Science Educators for Equity, Diversity, and Social Justice (SEEDS) Annual Meeting	2020, 2021
Reviewer, American Education Research Association Annual Meeting Division K, Teaching and Teacher Education	2018-2020
SIG-Science Teaching and Learning	2016, 2018-2020
SIG-Learning Sciences	2016-2020
Reviewer, International Conference of the Learning Sciences, Teacher Strand	2019
Conference Co-Chair, Southern California Residency Action Network Convening, Los Angeles, CA, October 21-22	2019
Reviewer, American Education Research Association Annual Meeting Division C, Science	2019
Mentor, National Association of Research on Science Teaching, Graduate Student Research Symposium	2019
Review Panelist, National Science Foundation, Discovery Research K-12	2019
Reviewer, Journal of Teacher Education	2017, 2018
Reviewer, National Association of Research in Science Teaching Annual Conference	2015, 2017, 2018
Reviewer, American Association of Colleges for Teacher Education Annual Meeting	2016, 2018
Reviewer, UCLA Undergraduate Research Scholars Program	2017
Reviewer, Urban Education	2016
Reviewer, UCLA GSEIS Research and Inquiry Conference	2014, 2016

University Service

Member, University Student Level Outcomes and Assessment Committee, CSUDH	2022
Member, Assistant Professor of Multilingual Science Education search committee, Teacher Education Division, CSUDH	2022
Member, Post-doctoral scholar search committee, Snap Institute of Computer Education (SICE), College of Education, CSUDH	2022
Member, University Scholarship Committee, CSUDH	2022
Member, Part-time faculty evaluation committee, Teacher Education Division, CSUDH	2021
Member, Program admissions staff search committee, College of Education, CSUDH	2021
Chair, Assistant Professor of Math Education search committee, Teacher Education Division, CSUDH	2021
Member, College Council, College of Education, CSUDH	2021-present
Partner Campus Lead, CalTPA Dashboard Pilot, Educator Data Quality (EdQ) Center, CSU Chancellor's Office	2021
Judge, Student Research Conference, Humanities, Social Science, and Education, CSUDH	2021
Chair, Evaluation Committee, College of Education, CSUDH	2019-2021
Curriculum developer, College of Education & Department of Computer Sciences, CSUDH Computer Science Supplemental Authorization program, Funded by The CSU Chancellor's Office	2020- present
Member, Educator Data Quality (EdQ) Center Data and Improvement Network, CSU Chancellor's Office, Technology and Software sub-committee; Accreditation sub-committee	2020-present
Member, Teacher Education Division Curriculum Committee, College of Education, CSUDH, (chair of committee, 2020)	2019-present
Member, University Program Review Panel, CSUDH	2019-2022
Member, MA in Curriculum & Instruction Committee, College of Education, CSUDH	2019-present
Member, Teacher Education Division, Part-time Faculty Evaluation Committee	2020
Member, Liberal Studies Division, Assistant Professor search committee CSUDH	2020
Member, Teacher Education Division, Assistant Professor of Social Studies and Literacy search committee, CSUDH	2020
Accreditation team, College of Education, California State University, Dominguez Hills Accrediting body: California Commission on Teacher Credentialing	2020
Search committee member, Center X Director of Science Programs, UCLA	2020

Awards, Grants and Extramural Support

<i>American Evaluation Association Minority Serving Institution Faculty Fellowship</i>	2022-2023
American Evaluation Association, Minority Serving Institution Initiative	
<i>Redesigning CUR 516 to Science and Social Inquiry.</i> CSUDH College of Education, Curriculum Innovation and Renovation Pilot Program. Principal Investigator, \$1,500.	summer 2022
<i>Building teacher capacity to design and enact science teaching for equity and justice.</i> John Randolph Haynes Foundation Faculty Fellowship. Principal Investigator \$16,000.	2022

Identifying the ways practicing science teachers promote racial equity through science teaching and learning. Spencer Foundation Research Conference Grants. Principal Investigator, \$50,000	not funded
Building institutional capacity to support early career teachers. CSU Dominguez Hills Research, Scholarship, and Creative Activity (RSCA) Faculty Award, Principal Investigator, \$6,055. Awarded supplemental funding for student research assistant, \$1,500.	2020
Developing a professional learning community for early career social justice science teachers. California Teacher Education Improvement Research Network, (CTERIN), University of California Office of the President. Principal Investigator, (w/ Annamarie Francois, co-PI), \$20,000	2019
Non-Senate Faculty Professional Development Award Office of the Vice Chancellor for Academic Personnel, UCLA, \$2000	2018

Professional Affiliations

American Educational Research Association (AERA)
 International Society of Learning Sciences (ISLS)
 American Association of Colleges for Teacher Education (AACTE)
 National Association of Research in Science Teaching (NARST)
 National Science Teacher Association (NSTA)
 California Science Teacher Association (CSTA)
 Science Educators for Equity, Diversity and Social Justice (SEEDS)
 Association of Science Teacher Educators (ASTE)

Additional Research Experience

Graduate Student Researcher June 2012 – August 2015
 Center X: UCLA Teacher Education Program
 University of California, Los Angeles
Inspiring Minds through a Professional Alliance of Community Teachers (IMPACT): An Urban Teacher Residency Program
 Funded by U.S. Department of Education
 Supervisor: Karen Hunter Quartz, Ph.D. and Annamarie Francois, Ed.D.

Graduate Student Researcher February 2010 – December 2011
 UCLA Community School
 University of California, Los Angeles & Los Angeles Unified School District
Using Data to Innovate: A Study of How Teachers Use Multiple Measures of Student Learning to Advance a New School Vision
 Funded by Spencer Foundation
 Supervisor: Karen Hunter Quartz, Ph.D.

Graduate Student Researcher September 2009 – June 2012
 National Center for Research on Evaluation, Standards, and Student Testing (CRESST)

University of California, Los Angeles

Next Generation Assessments: Common Core Standards in English Language Arts & Mathematics

Funded by Gates Foundation

Supervisor: Julia Phelan, Ph.D.

Green Dot Locke Transformation Project

Funded by Gates Foundation

Supervisor: Noelle Griffin, Ph.D.

Testing & Assessment Coordinator

February 2008 - June 2009

Grover Cleveland High School, A California Distinguished School

Los Angeles Unified School District

Additional Teaching Experience

Pre-service Teacher Field Supervisor

October 2014 – June 2015

Teacher Education Program, Center X

University of California, Los Angeles

Directed Field Experience, (Fall 14, Winter '15, Spring '15)

Part Time Lecturer

February 2009 – June 2009

Michael D. Eisner School of Education

California State University, Northridge

Computers in Education, SED 525

Science Teacher

September 2003 – June 2009

Grover Cleveland High School, A California Distinguished School

Los Angeles Unified School District

Multimedia Teacher

Summers 2006 – 2013

Summer Academic and Enrichment Program

California State University, Northridge

Graduate Fellowships

Bob and Marian Wilson Fellowship

2014-2015

Graduate School of Education and Information Studies, UCLA

University Fellowship

Spring 2013; Spring 2014

Graduate Division, UCLA

Graduate Summer Research Mentorship

2012

Graduate Division, UCLA

Merlin C. Wittrock Scholarship

2011

Graduate School of Education and Information Studies, UCLA

University of California Regents Fellowship

2009

Graduate School of Education and Information Studies, UCLA

Teaching Fellowship (Corps Member)

Teacher Education for the Advancement of a Multicultural Society (TEAMS)
Americorps, University of San Francisco

2006 – 2008