

## MARÍA GONZÁLEZ-HOWARD

The University of Texas at Austin  
George I. Sánchez Building, Room 340D  
1912 Speedway, Stop D500  
Austin, TX 78712

[mgonzalez-howard@austin.utexas.edu](mailto:mgonzalez-howard@austin.utexas.edu) | <http://www.mariagonzalezhoward.com>

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### EDUCATION

**Boston College**, Chestnut Hill, MA

Ph.D., Curriculum and Instruction 2017

Dissertation title: *Interactional patterns in argumentation discussions: Teacher and student roles in the construction and refinement of scientific arguments*

Committee: Katherine L. McNeill (chair), C. Patrick Proctor, Kristen Bottema-Beutel

**Boston University**, Boston, MA

Ed.M., Teaching English to Speakers of Other Languages 2011

**Ithaca College**, Ithaca, NY

B.A. *cum laude*

Major: Physics, Minors: Mathematics, Anthropology 2008

### PROFESSIONAL APPOINTMENTS

**The University of Texas at Austin**, Austin, TX

Assistant Professor, STEM Education 2017-present

**Boston College**, Chestnut Hill, MA

Graduate Student Research Assistant 2011-2017

Teaching Assistant – ED 2109 Teaching about the Natural World 2014-2016

Instructor – ED 2109 Teaching about the Natural World Fall 2015

**Sauceda Middle School**, Donna, TX

8<sup>th</sup> Grade Science Teacher, Teach for America Corps Member 2008-2010

### FELLOWSHIPS & AWARDS

Dean's Distinguished Faculty Fellowship Program, Recipient of the Louise Spence Griffeth Fellowship for Excellence 2020-2021

The University of Texas at Austin, College of Education Summer Research Assignment Summer 2020

Office of the Vice Provost for Diversity's Fellowship Recipient for participating in the National Center for Faculty Development & Diversity's Faculty Success Program Fall 2018

NARST Jhumki Basu Scholar Award March 2018

Boston College Donald J. White Teaching Excellence Award May 2016

Boston College Lynch School of Education Dissertation Fellowship 2016-2017

Community for Advancing Discovery Research in Education (CADRE) Fellow 2015-2016

## SCHOLARSHIP

### PUBLICATIONS

#### Peer-Reviewed Journal Articles (total = 19)

\*graduate student name appears *italicized*

**González-Howard, M., Andersen, S. & Mendez Perez, K.** (2021). Enhancing science lessons to address multilingual students' engagement in science and engineering practices. *Science Scope*, 44(3), 24-31.

**González-Howard, M. & McNeill, K. L.** (2020). Acting with epistemic agency: Characterizing student critique during argumentation discussions. *Science Education*, 104(6), 953-982.

David, B., Marder M., Marshall, J., & **González-Howard, M.** (2020). How do students experience choice? Exploring course-offerings and course-taking patterns in Texas charter and non-charter public schools. *Education Policy Analysis Archive*, 28(123).

**González-Howard, M. & McNeill, K. L.** (2019). Teachers' framing of argumentation goals: Working together to develop individual versus communal understanding. *Journal of Research in Science Teaching*, 56(6), 821-844.

**González-Howard, M.** (2019). Exploring the utility of social network analysis for visualizing interactions during argumentation discussions. *Science Education*, 103(3), 503-528.

Loper, S., McNeill, K. L., **González-Howard, M.**, Marco-Bujosa, L. & O'Dwyer, L. M. (2019). The impact of multimedia educative curriculum materials (MECMs) on teachers' beliefs about scientific argumentation. *Technology, Pedagogy and Education*, 28(2), 173-190.

**González-Howard, M.**, Marco-Bujosa, L., McNeill, K. L., Goss, M. & Loper, S. (2018). The Argumentation Toolkit: A resource for integrating argumentation into your science classroom. *Science Scope*, 42(3), 74-78.

Wagner, C. J. & **González-Howard, M.** (2018). Studying discourse as social interaction: The potential of social network analysis for discourse studies. *Educational Researcher*, 47(6), 375-383.

McNeill, K. L., Marco-Bujosa, L., **González-Howard, M.** & Loper, S. (2018). Teachers' enactments of curriculum: Fidelity to procedure versus fidelity to goal for scientific argumentation. *International Journal of Science Education*, 40(12), 1455-1475.

Henderson, B. J., McNeill, K. L., **González-Howard, M.**, Close, K. & Evans, M. (2018). Key challenges and future directions for research on scientific argumentation. *Journal of Research in Science Teaching*, 55(1), 5-18.

Marco-Bujosa, L., **González-Howard, M.**, McNeill, K. L. & Loper, S. (2017). Designing and using multimedia modules for teacher educators: Supporting teacher learning of scientific argumentation. *Innovations in Science Teacher Education*, 2(4), 1-13.

McNeill, K. L., **González-Howard, M.**, Katsh-Singer, R. & Loper, S. (2017). Moving beyond pseudoargumentation: Teachers' enactments of a science curriculum focused on argumentation. *Science Education*, 101(3), 426-457.

**González-Howard, M.**, McNeill, K. L., Marco-Bujosa, L., & Proctor, C. P. (2017). 'Does it answer the question or is it French fries?': An exploration of language supports for scientific argumentation. *International Journal of Science Education*, 39(5), 528-547.

Loper, S., McNeill, K. L. & **González-Howard, M.** (2017). Multimedia educative curriculum materials (MECMs): Teachers' choices in using MECMs designed to support scientific argumentation. *Journal of Science Teacher Education*, 28(1), 36-56

Marco-Bujosa, L., McNeill, K. L., **González-Howard, M.** & Loper, S. (2017). An exploration of teacher learning from an educative reform-oriented curriculum: Case studies of teacher curriculum use. *Journal of Research in Science Teaching*, 54(2), 141-168.

McNeill, K. L., Katsh-Singer, R., **González-Howard, M.**, & Loper, S. (2016). Factors impacting teachers' argumentation instruction in their science classrooms. *International Journal of Science Education*, 38(12), 2026-2046.

**González-Howard, M.** & McNeill, K. L. (2016). Learning in a community of practice: Factors impacting English-learning students' engagement in scientific argumentation. *Journal of Research in Science Teaching*, 53(4), 527-533.

McNeill, K. L., **González-Howard, M.**, Katsh-Singer, R. & Loper, S. (2016). Pedagogical content knowledge of argumentation: Using classroom contexts to assess high quality PCK rather than pseudoargumentation. *Journal of Research in Science Teaching*, 53(2), 261-290.

**González-Howard, M.**, McNeill, K. L. & Ruttan, N. (2015). "What's our three-word claim?": Supporting English-language learning students' engagement in scientific argumentation. *Science Scope*, 38(9), 10-16.

#### **Peer-Reviewed Book Chapters** (total = 2)

Spycher, P., **González-Howard, M.** & August, D. (2020). Content and language instruction in middle and high school: Promoting educational equity and achievement through access and meaningful engagement. In *Improving multilingual and English learner education: Research to practice*. (pp. 339-412). Sacramento, CA: California Department of Education.

**González-Howard, M.**, & McNeill, K.L. (2019). Supporting linguistically diverse students in scientific argumentation across writing and speaking. In Spycher, P. & Haynes, E. (Eds.). *Culturally and linguistically diverse learners and STEAM: Teachers and researchers working in partnership to build a better path forward*. (pp. 77-94). Charlotte, NC: Information Age Publishing.

#### **Work in Progress**

\*graduate student name appears *italicized*

Edelson, D., Reiser, B., McNeill, K., Mohan, A., Novak, M., Mohan, L., Affolter, R., McGill, T., Buck Bracey, Z., Deutch Noll, J., Kowalski, S., Novak, D., Lo, A., Landel, C., Krumm, A., Penuel, W., Van Horne, K., **González-Howard, M.** & Suárez, E. (Accept with Minor Revisions). Developing research-based instructional materials to support large-scale transformation of science teaching and learning: The Approach of the OpenSciEd Middle School Program. *Journal of Science Teacher Education*.

**González-Howard, M.**, Sampson, V., Baze, C., Sosa-Ramirez, J., Hutner, T. & Chu, L. (Under Review). An examination of student epistemic agency: Students' perspectives on and experiences with argumentation during design challenges. *Science Education*.

**González-Howard, M.**, Mendez Perez, K. & Andersen, S. (Under Review). Expanding views of language: Translanguaging to promote equitable engagement in science practices for multilingual students. *Educational Researcher*.

**González-Howard, M.** & Suárez, E. (Under Review). Retiring the term English Language Learners (ELLs): Moving towards linguistic justice through asset-oriented framing. *Journal of Research in Science Teaching*.

**González-Howard, M.**, Sampson, V. & Baze, C. (In Preparation). Factors impacting teachers' understandings and experiences supporting student epistemic agency during design challenges.

**González-Howard, M.**, Madkins, T., *Mendez Perez, K. & Andersen, S.* (In Preparation). Addressing intersections of science practices and equity: Developing elementary preservice teachers' notions of scientific sensemaking.

*David, B.*, Marder M., Marshall, J., **González-Howard, M.** & Huriya, J. (In Preparation). Sector differences in students' secondary STEM course-taking patterns and post-secondary outcomes: Evidence from Texas.

## PRESENTATIONS

### Invited Panels & Presentations

**González-Howard, M.**, Wright, C., Buxton, C., Bang, M. & DeBarger, A. (2018, November). *Research promoting equity in science classrooms, educational systems, and communities*. Panel discussion at the Advancing Coherent and Equitable Systems of Science Education (ACESSE) 50 II Conference, Boulder, CO.

**González-Howard, M.** (2015, June). *Argumentation in the science classroom: Supporting students in justifying claims with evidence and reasoning*. Presented at The Maine Center for Research in STEM Education's summer conference, The University of Maine, Orono, ME.

### Invited Webinars

\*graduate student name appears *italicized*

**González-Howard, M.**, Delaney, S., *Andersen, S., Mendez Perez, K. & Lee, S.* (2020, May). *OpenSciEd curricular design and pedagogical routines that support emergent multilingual students' content and language development*. NSTA Web Seminars.  
<https://common.nsta.org/resource/?id=10.2505/9/WSNSTA200521>

**González-Howard, M.**, Yonezawa, S., Rasberry, M. & Fagan, K. (2020, April). *Perspectives on applying social network analysis to STEM education research*. DRK-12 Research Methods Webinar.  
<http://cadrek12.org/announcements/drk-12-research-methods-webinar-series-social-network-analysis>

### Peer-Reviewed Presentations at International or National Conferences

\*graduate student name appears *italicized*

**González-Howard, M.**, Sampson, V., *Baze, C. & Sosa-Ramirez, J.* (2020, April). *Teachers experiences' understanding and supporting student epistemic agency*. Poster would have been presented at the annual meeting of the American Educational Research Association, San Francisco, CA.  
<https://convention2.allacademic.com/one/aera/aera20/> (Conference cancelled).

**González-Howard, M.**, Sampson, V., *Baze, C., Chu, L., Hutner, T. & Crawford, R.* (2020, March). *Developing epistemic agency: Students' perspectives on and experiences with argumentation during STEM design challenges*. Paper would have been presented at the annual meeting of the National Association for Research in Science Teaching, Portland, OR. <https://narst.org/conferences/2020-annual-conference>. (Conference cancelled).

**González-Howard, M.**, Madkins, T., *Russo-Tait, T. & Sherard, M.* (2020, March). *Exploring preservice teachers' developing understandings of equitable pedagogies for engaging elementary students in science practices*. Poster would have been presented in the Basu Scholars Symposium at the annual meeting of the National Association for Research in Science Teaching, Portland, OR.  
<https://narst.org/conferences/2020-annual-conference>. (Conference cancelled).

*Chu, L.*, Sampson, V., Hutner, T., Crawford, R., **González-Howard, M.**, *Baze, C. & Riegler-Crumb, C.* (2020, March). *Assessing student learning of core ideas and practices from participating in an integrated engineering framework*. Paper would have been presented at the annual meeting of the National

Association for Research in Science Teaching, Portland, OR. <https://narst.org/conferences/2020-annual-conference>. (Conference cancelled).

Baze, C., Hutner, T., Sampson, V., **González-Howard, M.**, Riegle-Crumb, C. & Crawford, R. (2020, March). *Girls constructing engineering identities through STEM design challenges*. Paper would have been presented at the annual meeting of the National Association for Research in Science Teaching, Portland, OR. (Conference cancelled). <https://narst.org/conferences/2020-annual-conference>. (Conference cancelled).

**González-Howard, M.**, (2019, Nov.). *Using language to figure out scientific phenomena: Developing elementary science methods courses that address the linguistic rigor inherent to science practices*. Paper presented at the annual meeting of Science Education at the Crossroads, Montgomery, AL.

**González-Howard, M.** & McNeill, K. L. (2018, March). *Framing goals for argumentation discussions: Individual versus communal understanding*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.

**González-Howard, M.** & McNeill, K. L. (2017, April). *Variation in how teachers support student critique in argumentation discussions*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

Marco-Bujosa, L., McNeill, K. L., **González-Howard, M.** & Loper, S. (2017, April). *Teacher learning from a reform-oriented science curriculum: An exploration of teacher curriculum use*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

McNeill, K. L., **González-Howard, M.**, Marco-Bujosa, L., Loper, S. & O'Dwyer, L. (2017, April). *An examination of how teachers' beliefs about scientific argumentation are impacted by multimedia educative curriculum materials (MECMs)*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

**González-Howard, M.** & McNeill, K. L. (2016, April). *Using social network analysis to examine interactional patterns in scientific argumentation*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

**González-Howard, M.** & McNeill, K. L. (2016, April). *Student engagement in scientific argumentation in a sheltered English instruction classroom community*. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.

McNeill, K. L., Marco-Bujosa, L., **González-Howard, M.** & Loper, S. (2016, April). *Curriculum implementation for scientific argumentation: Fidelity to procedure versus fidelity to goals*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

**González-Howard, M.** & McNeill, K. L. (2015, April). *Successes and challenges experienced by a teacher and her students engaging in scientific argumentation in a sheltered English immersion classroom*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.

Katsh-Singer, R., Knight, A., **González-Howard, M.**, & McNeill, K. L. (2015, April). *Designing a measure of teacher belief about student ability to engage in scientific argumentation*. Poster presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.

**González-Howard, M.** & McNeill, K. L. (2014, June). *Intersections of science learning and language development within scientific argumentation: Implications for English language learners*. Poster presented at the International Conference of the Learning Sciences, Boulder, CO.

McNeill, K. L., **González-Howard, M.**, Katsh-Singer, R. & Loper, S. (2014, March). *Measuring pedagogical content knowledge of argumentation through the development of a teacher argumentation assessment*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Pittsburgh, PA.

McNeill, K. L., **González-Howard, M.**, Katsh-Singer, R., Price, J. F. & Loper, S. (2013, April). *Teachers' beliefs and practices around argumentation during a curriculum enactment*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Puerto Rico.

McNeill, K. L., Katsh-Singer, R., **González-Howard, M.**, Price, J. F., & Loper, S. (2013, April). *Factors that impact teachers' argumentation instruction in their classroom*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

### **Peer-Reviewed Presentations at Regional or State Conferences**

**González-Howard, M.** & McNeill, K. L. (2015, April). *Expanding metrics of equity: An exploration of how classroom structures relate to English-language learning students' engagement in scientific discourse*. Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

### **Peer-Reviewed Workshops**

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**González-Howard, M.**, Andersen, S. & Mendez Perez, K. (2020, November). *Instructional routines and strategies for supporting multilingual students' scientific sensemaking*. Workshop presented virtually at the annual meeting of the Science Teachers Association of Texas.

**González-Howard, M.**, Delaney, S., Mendez Perez, K., Andersen, S. & Lee, S. (2020, October). *Structures and strategies that support emergent multilingual students' content and language development*. Workshop presented virtually at the STEMteachersEXPO.

**González-Howard, M.** (2018, November). *The Argumentation Toolkit: Multimedia resources for supporting students in talking about their evidence and reasoning*. Workshop presented at the annual meeting of the Science Teachers Association of Texas, Fort Worth, TX.

**González-Howard, M.**, McNeill, K. L., Marco-Bujosa, L. & Loper, S. (2018, March). *Engaging in scientific argumentation: How do I support my students in articulating their reasoning?* Workshop presented at the annual meeting of the National Science Teachers Association, Atlanta, GA.

**González-Howard, M.**, McNeill, K. L. & Loper, S. (2017, April). *Argumentation toolkit: Resources for developing a classroom culture for scientific argumentation*. Workshop presented at the annual meeting of the National Science Teachers Association, Los Angeles, CA.

**González-Howard, M.**, Pelletier, P. & McNeill, K. L. (2017, April). *Learning to integrate science practices in K-12 classroom instruction*. Workshop presented at the annual meeting of the National Science Teachers Association, Los Angeles, CA.

**González-Howard, M.** (2015, June). *Using the claim-evidence-reasoning framework to support students' written and spoken arguments*. Workshop presented at The Maine Center for Research in STEM Education's summer conference, The University of Maine, Orono, ME.

**González-Howard, M.** & McNeill, K. L. (2015, March). *I introduced the claim-evidence-reasoning framework...Now what?* Workshop presented at the annual meeting of the National Science Teachers Association, Chicago, IL.

Katsh-Singer, R., Pimentel, D., McNeill, K. L., & **González-Howard, M.** (2014, April). *Supporting all students in writing scientific arguments*. Workshop presented at the annual meeting of the National Science Teachers Association, Boston, MA.

### **Invited Workshops**

\*graduate student name appears *italicized*

**González-Howard, M.** (2019, Aug.). *Encouraging productive student discussions around arguments in science*. Workshop presented at Austin Independent School District's Personalized Learning Conference, Austin, TX.

**González-Howard, M.** & *Russo-Tait, T.* (2019, June). *STEM challenge for social justice*. Week-long workshop with 9<sup>th</sup> graders participating in Gear Up, The University of Texas at Austin, TX.

**González-Howard, M.** (2017, May). *Integrating science practices with disciplinary core ideas around waves*. Workshop presented to the Shrewsbury Public Schools, Shrewsbury, MA.

**González-Howard, M.** & Bleck, E. (2016, Nov.) *Using the claim-evidence-reasoning framework to support students in explanation and argumentation*. Workshop presented to the secondary science methods course at the Harvard Graduate School of Education, Cambridge, MA.

**González-Howard, M.** (2016, Aug.) *Figuring out the natural world: Engaging elementary students in science practices*. Workshop presented to the Shrewsbury Public Schools, Shrewsbury, MA.

**González-Howard, M.** & Katsh-Singer, R. (2016, June). *Designing practice-based science instruction for elementary students*. Workshop series presented to the Shrewsbury Public Schools Summer Institute, Shrewsbury, MA.

McNeill, K, Rosa, H., Pelletier, P., & **González-Howard, M.** (2016, Feb. – May). *Science practices working group: Designing online professional development*. Workshop series presented to the Boston Public Schools, Boston, MA.

**González-Howard, M.** (Nov. 2015 – March 2016). *Engaging elementary students in NGSS science practices*. Workshop series presented to Westborough Public Schools, Westborough, MA.

**González-Howard, M.** (2015, April). *NGSS science practices for elementary students*. Workshop presented to Westborough Public Schools, Westborough, MA.

McNeill, K. L. & **González-Howard, M.**, & Pelletier, P. (2015, March – May). *Teaching and learning with the science and engineering practices*. Workshop series presented to the Boston Public Schools, Boston, MA.

**González-Howard, M.** & Katsh-Singer, R. (2015, Feb.) *Supporting students in the scientific practices of explanation and argumentation*. Workshop presented to Westborough Public Schools, Westborough, MA.

McNeill, K.L. & **González-Howard, M.** (2014, April). *Engaging in science practices: Explanation and argumentation*. Workshop presented at the Museum of Science, Boston, MA.

McNeill, K. L. & **González-Howard, M.** (2014, March). *Engaging in argument in science: Supporting students in arguments across writing, talking and reading*. Workshop presented to the Boston Public Schools, Boston, MA.

McNeill, K. L. & **González-Howard, M.** (Nov. 2012 – Feb. 2013). *Argumentation in history and science*. Workshop series presented at Brown Middle School, Newton, MA.

Pimentel, D. S., Katsh-Singer, R., & **González-Howard, M.** (2012, July). *Making sense of data through scientific argumentation*. Workshop presented as part of a collaboration between Boston College and Associazione Italiana Maestri Cattolici at Boston College, Chestnut Hill, MA.

## RESEARCH GRANTS

- 1/2020 – 12/2024      **Title:** *CAREER: Developing elementary preservice teachers' understandings and abilities to support emerging bilingual students' scientific sensemaking.*  
**Source:** National Science Foundation, DRK-12 Program (Award Number: NSF 1942912; OSP Number: 201902437)  
**Purpose:** Research  
**Role:** Principal Investigator  
**Total Award Amount:** \$1,102,612
- 6/2019 – 8/2021      **Title:** *The development and study of OpenSciEd middle school instructional materials focused on multilingual students.*  
**Source:** National Center for Civic Innovation; Sub-award granted by BSCS Science Learning. (OSP Number: 201901997)  
**Purpose:** Research  
**Role:** Principal Investigator  
**Total Award Amount:** \$42,365
- 1/2019 – 12/2019      **Title:** *Exploring and developing pre-service teachers' understandings of equitable pedagogies for supporting elementary students in scientific argumentation.*  
**Source:** The University of Texas at Austin, College of Education – Small Grants Program  
**Purpose:** Research  
**Role:** Principal Investigator (Additional PI: Tia Madkins (UT))  
**Total Award Amount:** \$10,000
- 9/2016 – 8/2019      **Title:** *The development of a new instructional approach to teach engineering in middle school science classrooms.*  
**Source:** National Science Foundation, EEC Program (Award Number: NSF 1607916; OSP Number: 2-1503424-001)  
**Purpose:** Research  
**Role:** Co-Principal Investigator (PI: Victor Sampson (UT); Additional Co-PIs: Richard Crawford (UT) and Catherine Riegle-Crumb (UT))  
**Total Award Amount:** \$349,712

## WEBSITES

Argumentation Toolkit (developed 2015 – 2017). <http://www.argumentationtoolkit.org>  
BPS Science Practices (developed 2015 – 2017). <http://bpssciencepractices.weebly.com>

## TEACHING

### Undergraduate Courses:

- UGS 320K: Undergraduate Research Experience
- EDC 370E: Elementary Science Methods
- EDC 370E: Elementary Science Methods \*for pre-service teachers seeking bilingual certification

### Graduate Courses:

- STM 390T: Advanced Topics – Social Network Analysis in Educational Research
- EDC 386R: Introduction to Qualitative Research
- STM 389T: Readings in Science Education



## MENTORING

### Doctoral Advisees:

- Sage Andersen, STEM Education (expected graduation May 2024)
- Karina Mendez Perez, STEM Education (expected graduation May 2024)

### Active Dissertation Committees:

- Christina Baze, STEM Education (Co-Chair; expected graduation May 2021)
- Gareth Gingell, STEM Education (expected graduation May 2021)
- Yin Hong Cheah, Learning Technologies (expected graduation May 2022)
- Stacy Jones, STEM Education (expected graduation May 2022)
- Jennifer Jordan Kaszuba, STEM Education (expected graduation May 2021)

### Completed Dissertation Committees:

- Bernard David, STEM Education (2020)
- Kemper Lipscomb, STEM Education (2020)
- Wenting Zou, Learning Technologies (2020)

## PROFESSIONAL MEMBERSHIPS

National Association for Research in Science Teaching, since 2012

American Educational Research Association, since 2013

National Science Teachers Association, since 2013

International Society of the Learning Sciences, since 2014

## PROFESSIONAL SERVICE

### INTERNATIONAL OR NATIONAL

#### **Committee Memberships**

- Member, Equity and Ethics Committee (EEC) of NARST, 2019-2022
- Chair of the Basu Scholars Symposia EEC subcommittee
  - Co-chair of the Equity & Ethics Symposia EEC subcommittee

#### **Reviewer for Peer-Reviewed Journals**

- *Journal of Research in Science Teaching*, since 2015
- *Science Education*, since 2016
- *International Journal of Science Education*, since 2017
- *Technology, Pedagogy and Education*, since 2018
- *Teaching and Teacher Education*, since 2018
- *Journal of Science Education and Technology*, since 2019
- *Bilingual Research Journal*, since 2020
- *Journal of Science Education and Technology*, since 2020

#### **Review Panels**

- National Science Foundation, October 2019
- National Science Foundation, April 2019

#### **Conference Proposal Reviewer**

- Annual meeting of the National Association of Research in Science Teaching (NARST), since 2013
- Annual meeting of the American Educational Research Association (AERA), 2017

## THE UNIVERSITY OF TEXAS AT AUSTIN

### University

Panelist, NSF CAREER Information Session with “Ask us Anything” Panel  
Office of the Vice President for Research, *The University of Texas at Austin* May 2020

### College

Member, Dean’s Promising Scholars Committee  
College of Education, *The University of Texas at Austin* 2020-2021

Member, Applied Learning and Development Committee  
College of Education, *The University of Texas at Austin* 2019 to present

### Department

Member, Programs and Courses Committee for the Graduate Studies Committee  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2019-2021

Member, Faculty Search Committee, STEM Education Search  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2019-2020

Member, Faculty Search Committee, STEM Education Search  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2018-2019

Coordinator, Elementary Science Methods Courses  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2018 to present

Member, Graduate Studies Committee  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2017 to present

Member, Social Justice Praxis Committee  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2017 to present

Member, Nominating Committee for the GSC  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2017-2019

### Program

Member, STEM Education Program Graduate Studies Committee  
Department of Curriculum and Instruction, *The University of Texas at Austin* 2017 to present

## CONSULTING

OpenSciEd Project Summer 2018

- Part of a small working group of experts tasked with developing specifications for the OpenSciEd curriculum developers around the science practices of argumentation and obtaining, evaluating and communicating information

Westborough Public Schools, MA 2015-2016

- Advised district leaders on science curriculum selection and implementation
- Conducted professional development around the science practices for preK-6 science teachers

Boston Debate League, MA August 2014

- Created 4 assessments (2 pre-assessments and 2 post-assessments) to assess the organization’s evidence-based argumentation skill progression for grades 9-12

## LANGUAGE PROFICIENCY

Native Spanish-speaker; Oral, reading, and written fluency in Spanish