CURRICULUM VITAE

JULIANNE A. WENNER

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I. Education

Ph.D.	2013	The University of Georgia	Science Education
	Additional Certificate Earned: Interdisciplinary Qualitative Studies Graduate Certificate		
M.S.	2007	Montana State University	Science Education
B.S.	2001	Miami University	Elementary Education (1-8)
	Minors: Special Education, Women's Studies		

II. Academic Positions

2021-present	**Associate Professor**, Department of Teaching and Learning, Clemson University
2015-2021	**Assistant Professor**, Department of Curriculum, Instruction and Foundational Studies, Boise State University
2013-2015	**Postdoctoral Fellow**, National Science Foundation Grant "Project SOSA" (School Organization and Science Achievement), University of Connecticut
2007-2009	**4th Grade Teacher**, West Jackson Intermediate School, Jackson County Schools, Hoschton, Georgia, Additional Duty: Science Olympiad Coach.
2002-2007	**7th Grade Science Teacher**, Louise R. Johnson Middle School, Manatee County Schools, Bradenton, Florida, Additional Duties: Team Leader, Science Olympiad Coach.
2001-2002	**Science Teacher, Ecology Teacher, Music Teacher**, Anna Middle School, Anna Local Schools, Anna, Ohio, Additional Duties: Science Olympiad Coach, Power of the Pen Coach, One Act Plays Director, Muse Machine Sponsor, Pep Band Director.

III. Publications (‡ denotes publication with current or former graduate student)

Peer-Reviewed Articles – Published

1. ‡Campbell, D.T., **Wenner, J.A.**, Brandon, L., & Waszkelewicz, M. (2022). A community of practice model as a theoretical perspective for teacher leadership. *International Journal of Leadership in Education, 25*(2), 173-196.

2. ‡Hagenah, S., **Wenner, J.A.,** Tucker, K.M.B., Turner, L., Calvert, H.G., & Johnson, T.G. (2022). "Does anyone even care that I'm down here?": Creating shared values in a district wide physical education community of practice. *Journal of Teaching Physical Education, 41*(1), 50-59.

3. Thiede, K.W., Wright, K.L., Hagenah, S., **Wenner, J.A.,** Abbott, J., Arechiga, A. (2022) Drawing to improve metacomprehension accuracy. *Learning and Instruction, 77*, 1-12.

4. ‡Ramanathan, G., Carter, D. & **Wenner, J.A.** (2021). A framework for scientific inquiry in preschool. *Early Childhood Educ Journal*, 1-15. doi.org/10.1007/s10643-021-01259-1

5. ‡**Wenner, J.A.** & Galaviz, S. (2020). Science Packs: Take home STEM-themed backpacks provide opportunities for engaging family fun! *Science and Children, 57*(5), 35-39.

6. Calvert, H.G., Turner, L., & **Wenner, J.A.** (2019). An exploration of supports for increasing classroom physical activity within elementary schools. *International Electronic Journal of Elementary Education, 12*(1), 1-9.

7. ‡**Wenner, J.A.**, Tucker, K.M.B., Calvert, H.G., Johnson, T.G., & Turner, L. (2019). Social capital: A key ingredient in the development of physical activity leadership. *Journal of Teaching Physical Education, 38*(3), 241-251.

8. ‡Ford, J. W., **Wenner, J.A**, & Murphy, V. (2019). How attending a university-based transition project affects students with disabilities. *Journal of Postsecondary Education and Disability (JPED), 32*(1), 99-106.

9. Dismuke, S.A., Enright, E., & **Wenner, J.A.** (2019). Building capacity in teacher preparation with practitioner inquiry: A self-study of teacher educators' clinical feedback practices. *Journal of Practitioner Research, 4*(1), 1-18.

10. Veal, W. Malone, K., **Wenner, J.A.**, Odell, M., & Hines, S.M. (2019) Increasing science teacher candidates' ability to become lifelong learners through a professional online learning community. *Innovations in Science Teacher Education, 4*(1), Retrieved from https://innovations.theaste.org/increasing-science-teacher-candidates-ability-to-become-lifelong-learners-through-a-professional-online-learning-community/

11. **Wenner, J.A.,** & Campbell, T. (2018) Thick and thin: Variations in teacher leader identity. *International Journal of Teacher Leadership, 9*(2), 5-21.

12. **Wenner, J.A.** & Kittleson, J. (2018). Focused video reflections in concert with practice-based structures to support elementary teacher candidates in learning to teach science. *Journal of Science Teacher Education, 29*(8), 741-759.

13. **Wenner, J.A.** & Simmonds, P.J. (2017). Two departments, two models of interdisciplinary peer learning. *Journal of College Science Teaching*, 4(1), 18-23.

14. **Wenner, J.A.** & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*. *87*(1), 134-171.

15. **Wenner, J.A.** (2017). Urban elementary science teacher leaders: Responsibilities, supports, and needs. *Science Educator, 25*(2), 117-125.

16. Smetana, L., **Wenner, J.A.**, Settlage, J., & McCoach, B. (2016). Clarifying and capturing 'trust' in relation to science education: Dimensions of trustworthiness and associations with equitable student achievement. *Science Education, 100*(1), 78-95.

17. Settlage, J., Butler, M., **Wenner, J.A.**, Smetana, L., & McCoach, B. (2015). Examining elementary school science achievement using an organizational and leadership perspective. *School Science and Mathematics, 115*(8), 381-391.

18. **Wenner, J.A.** & Settlage, J. (2015). School leader enactments of the structure/agency dialectic via buffering. *Journal of Research in Science Teaching, 52*(4), 503-515.

19. Stanger-Hall, K. & **Wenner, J.A.** (2014). A mixed exam format closes the gap for students with a conflict between their religious belief and the theory of evolution. *The American Biology Teacher*. *76*(2), 101–108.

20. Kittleson, J., Dresden, J., & **Wenner, J.A.** (2013). Describing the Supported Collaborative Teaching Model: A designed setting to enhance teacher education. *School-University Partnerships, 6*(2), 20-31.

21. deMarrais, K., **Wenner, J.A.**, & Lewis, J.B. (2013). Bringing Teach for America into the forefront of teacher education: Philanthropy meets spin. *Critical Education*, 4(11), 1-27.

Book Chapters

1. Whitworth, B.A., **Wenner, J.A**., & Tubin, D. (2022). Science teacher leadership: The current landscape and paths forward. Chapter for *Handbook of Research on Science Teaching*, (Eds. Luft & Jones). Taylor & Francis.

2. Thiede, K., Wright, K.L., Hagenah, S., & **Wenner, J.** (2019). Drawings as diagnostic cues for metacomprehension judgment. In N. Feza (Ed.) *Metacognition in Learning*. (Chapter 5). InTech Open. Available from https://www.intechopen.com/books/metacognition-in-learning/drawings-as-diagnostic-cues-for-metacomprehension-judgment

3. Snow, J.L., Dismuke, C.A., **Wenner, J.A**., & Hicks, S., (2019). Facing practice as teacher educators: A self-study of program graduates. In D. Yendol-Hoppey, N.F. Dana, & D. Hoppey (Eds.) *Preparing the Next Generation of Teacher Educators for Clinically-Intensive Teacher Preparation*. (pp. 249-272) Charlotte, NC: Information Age.

4. Dresden, J., Kittleson, J., & **Wenner, J.A.** (2014) Clinically rich practices: Review and recommendations. In J. Ferrara, J. Nath, & I. N. Guadarrama (Eds.), *Creating Visions for University/School Partnerships: A Volume in Professional Development School Research.* (pp. 43-60). Greenwich, CT: Information Age.

Technical Reports

1. Ford, J. W., **Wenner, J. A.** (2017). *Postsecondary Rewarding Education is Possible (PREP) Academy: Summer 2017 and looking ahead*. Boise, ID: Idaho Division of Vocational Rehabilitation.

Peer-Reviewed Publications – Accepted/In Press

1. **Wenner, J.A.**, Raven, S. & Baldwin, K. Growing wonder, growing crystals: Pedagogical choices in preschool science inquiry. In S. Jeong, L. Bryan, D. Tippins & C. Sexton (Eds.), *Navigating the challenges of elementary science teaching and learning: Using case-based pedagogy to understand dilemmas of practice*. Springer Nature.

IV. Presentations

Presentations at International Conferences

1. Whitworth, B., **Wenner, J.A.**, Tubin, D. (2021, September). *Science teacher leadership: The current landscape and paths forward.* Paper to be presented (virtually) at the European Science Education Research Association conference, Braga, Portugal.

2. **Wenner, J.A.** & Hagenah, S. (2019, August). *Zero to STEM: The journey of a U.S. elementary school becoming a STEM school and implications for professional development.* Paper presented at the European Science Education Research Association conference, Bologna, Italy.

3. Dismuke, S., Enright, E., & **Wenner, J.A.** (2018, July*). It's a balancing act: A self-study of teacher educators' prioritization of feedback practices.* Paper presented at the Castle Conference (presented by the AERA special interest group S-STEP [Self-Study of Teacher Education Practices]), East Sussex, England.

Presentations at National Conferences

1. Wright, K., Hodges, T., **Wenner, J.A.** (2022, April). *Magnetic vaccines and changing the Earth's orbit: Combating misinformation with science and literacy.* Paper to be presented at the American Educational Research Association Annual Meeting, San Diego, CA

2. **Wenner, J.A.**, Simmonds, P., Frary, M., & Llewellyn, D. (2022, January). *Those who don't teach…should learn.* Roundtable presented at the Association for Science Teacher Education Conference, Greenville, SC.

3. **Wenner, J.A.** & Raven, S. (2021, January) *Science at the Center: A Preschool Science Lesson for Teacher Educators.* Paper presented at the virtual Association of Teacher Educators Annual Conference.

4. **Wenner, J.A.,** Simmonds, P.J., Frary, M., & Llewellyn, D. (2020, April). *An instructional model to support graduate student professional identity formation.* Paper accepted to the American Educational Research Association Annual Meeting, San Francisco, CA.* http://tinyurl.com/rcfquv9

5. **Wenner, J.A.,** Wright, K.L., & Hodges, T.S. (2020, April). *Access isn't enough: Analyzing content and engagement in Outstanding Science Trade Books in elementary classrooms.* Paper accepted to the American Educational Research Association Annual Meeting, San Francisco, CA.* http://tinyurl.com/rkntoqy

6. Veal, W., **Wenner, J.A.**, & Odell, M. (2020, April). *Developing science teachers as lifelong learners.* Paper accepted to the joint Association of Science Teacher Educators (ASTE) and National Science Teachers Association (NSTA) session at the NSTA National Conference, Boston, MA.*

7. **Wenner, J.A.** & Hagenah, S. (2020, March). *Keeping it going: Roles teacher take on to support ongoing science professional development*. Paper accepted to the NARST Annual International Conference, Portland, OR.*

8. **Wenner, J.A.**, Simmonds, P.J., Frary, M., & Llewellyn, D. (2020, March). *A model to assist in combatting STEM graduate student imposter syndrome.* Poster accepted to the NARST Annual International Conferences, Portland, OR.*

9. Turner, L., Calvert, H., Boedeker, P., **Wenner, J.A.,** & Densley, B. (2019, December). *Why implementation fails: Perspectives of teachers who do not implement classroom based physical activity (and those who do).* Paper to be presented the 12th Annual Conference on the Science of Dissemination and Implementation in Health, Arlington, VA.

10. Harrigan, C., Viskupic, K., **Wenner, J.A.** (2019, July). Assessing geoscience career awareness among undergraduates. Earth Educators' Rendezvous, Tennessee State University, Nashville, TN.

11. Dismuke, S., Enright, E., & **Wenner, J.A.** (2019, April). *Practitioner inquiry as teacher educator development: A self-study of teacher educators' clinical feedback practices.* Roundtable presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

12. Wright, K.L., **Wenner, J.A.,** Hagenah, S., Theide, K. (2019, January). *Using student drawings to assess comprehension of science texts*. Paper presented at the Association of Teacher Educators Annual Conference, Savannah, GA.

* Note that the physical meetings of the AERA Annual Meeting, NSTA National Conference, and NARST Annual International Conference were cancelled in 2020 due to the COVID-19 pandemic.

13. **Wenner, J.A.** (2019, January). *"I will fight. I will advocate. I will tell others.": The impacts of the deliberate attention to caring about elementary science in a methods course*. Paper presented at the Association of Teacher Educators Annual Conference, Savannah, GA.

14. Thiede, K., Wright, K., **Wenner, J.A.**, & Hagenah, S. (2018, November). *Drawing improves metacomprehension accuracy*. Poster presented at the Annual Meeting of the Psychonomic Society, New Orleans, LA.

15. **Wenner, J.A.** (2018, October). *Challenges of professional learning in NGSS-averse environments.* Paper presented at the annual meeting of Science Education at the Crossroads, Alta, Utah.

16. **Wenner, J.A.** & Campbell, T. (2018, April). Thick and thin: Variations in teacher leader identity. In M. Taylor & E.J. Klein (Chairs), *Looking back, looking forward: Exploring conceptual frameworks of teacher leadership.* Symposium conducted at the American Educational Research Association Annual Meeting, New York City, NY.

17. **Wenner, J.A**., Earl, B., & Viskupic, K. (2018, April). *Attending to departmental change readiness for effective pedagogical reform.* Roundtable presented at the American Educational Research Association Annual Meeting, New York City, NY.

18. Campbell, T., **Wenner, J.A.**, Brandon, L. (2017, April). *Science teacher leadership practice: A theory for guiding increased attention to teacher leadership in policy*. Paper presented at the NARST Annual International Conference, San Antonio, TX.

19. **Wenner, J.A.** & Kittleson, J. (2017, April). *"I'm so proud of my progress!": Targeted video reflections to support reform-oriented science teaching.* Paper presented at the NARST Annual Meeting, San Antonio, TX.

20. **Wenner, J.A.** & Kittleson, J. (2017, April). *Practice-based structures to support elementary teacher candidates' movement towards reform-oriented science.* Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

21. **Wenner, J.A.** & Dismuke, S. (2017, April). *General and content-specific teacher evaluation instruments' interpretations of novice elementary science instruction.* Poster presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

22. Snow, J.L., **Wenner, J.A**., Dismuke, S., & Hicks, S. (2017, April). *Novice educator realities: How do new teachers negotiate varied school contexts?* Roundtable presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

23. Snow, J.L., **Wenner, J.A.**, Dismuke, S., & Hicks, S. (2017, April). *Facing practice: Teacher educators learn from studying program graduate performance.* Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

24. Snow, J.L., Dismuke, S., **Wenner, J.A.**, & Hicks, S. (2017, March). *A case study of early teaching years connects to program effectiveness.* Paper presented at the American Association of Colleges for Teacher Education, Tampa, FL.

25. Snow, J.L., **Wenner, J.A.**, Dismuke, S, Hicks, S. (2017, February). *Behind the curtain of being a teacher educator: Grappling with tensions, conflicts, and responsibilities*. Paper presented at the Association of Teacher Educators Annual Conference, Orlando, FL.

26. **Wenner, J.A.** & Dismuke, S. (2017, January). *What should elementary science methods courses teach?: Lessons learned from a study of program graduates*. Paper presented at the Association for Science Teacher Education Conference, Des Moines, IA.

27. Simmonds, P.J. & **Wenner, J.A.** (2017, January). *Physics & Preservice Teachers Partnership Project (P^4): An interdisciplinary peer learning tool*. Paper presented at the Association for Science Teacher Education Conference, Des Moines, IA.

28. Galaviz, S. & **Wenner, J.A.** (2016, November). *G-FORCES: Leveraging familial involvement to increase STEM participation*. Paper presented at the American Educational Studies Association Annual Conference, Seattle, WA.

29. **Wenner, J.A.** & Settlage, J. (2016, January). *The capacity of social network analysis to provide insights into equitable science achievement.* Paper presented at the Association for Science Teacher Education Conference, Reno, NV.

30. Settlage, J. & **Wenner, J.A.** (2015, April). *Social network typologies: Insights from STEM-themed urban schools.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

31. **Wenner, J.A**. & Campbell, D.T. (2015, April). *Examining teacher leadership: A decade of research after York-Barr and Duke*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

32. Dresden, J., Kittleson, J.M., & **Wenner, J.A.** (2015, April) *The paradox of instructional planning in teacher preparation*. Roundtable presented at the American Educational Research Association Annual Meeting, Chicago, IL.

33. **Wenner, J.A.** & Settlage, J. (2015, March). *Policy implications from social network typologies of STEM-themed urban schools*. Paper presented at the NARST Annual International Conference, Chicago, IL.

34. Smetana, L., **Wenner, J.A.**, & Settlage, J. (2015, March). *Exploring professional relationships about science within K-8 schools.* Paper presented at the NARST Annual International Conference, Chicago, IL.

35. Kittleson, J., Dresden, J., Schneider, L., & **Wenner, J.A.** (2015, March). *Using practice-based pedagogy to support elementary teacher candidates' understandings of science teaching.* Paper presented at the NARST Annual International Conference, Chicago, IL.

36. Settlage, J. & **Wenner, J.A.** (2015, January). *School organization and science achievement (Project SOSA): Schoolwide influences on equitable student performance.* Paper presented at the International Congress for School Effectiveness and Improvement Conference, Cincinnati, OH.

37. **Wenner, J.A.** & Freeman, T.B. (2015, January). *Using teachers' voices to inform professional development on science teacher leadership*. Paper presented at the Association for Science Teacher Education Conference, Portland, OR.

38. Settlage, J., Butler, M.B., McCoach, D.B., Madura, J., **Wenner, J.A**., & Andrada, G. (2014, April). *Organizational and leadership factors associated with elementary school science test performance*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

39. **Wenner, J.A.** & Kittleson, J.M. (2014, March). *The impact of contradictions associated with elementary science instruction: What can we learn?* Paper presented at the NARST Annual International Conference, Pittsburgh, PA.

40. Settlage, J. & **Wenner, J.A.** (2014, March). Science leadership under challenging conditions. In M. Varelas (Chair). *The structure-agency dialectic: Insights into science learning and teaching of historically marginalized youth in the U.S.* Symposium presented at the NARST Annual International Conference, Pittsburgh, PA.

41. Dresden, J., Kittleson, J.M. & **Wenner, J.A.** (2013, April). *Toward a practice-based pedagogy of teacher education: The perceptions of teacher candidates.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

42. **Wenner, J.A.** & Kittleson, J.M. (2013, April). *Using CHAT (Cultural Historical Activity Theory) to illuminate how context impacts elementary science instruction.* Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

43. Dresden, J., Kittleson, J.M. & **Wenner, J.A.** (2013, February). *Making the most of on-site methods courses: Introducing a suite of clinically-rich experiences.* Paper presented at the National Association for Professional Development Schools Conference, New Orleans, LA.

44. **Wenner, J.A.** & Allen, L. (2013, February). *Doctoral students and PDSs: Implications for conducting research.* Paper presented at the National Association for Professional Development Schools Conference, New Orleans, LA.

45. **Wenner, J.A.** & Kittleson, J.M. (2013, January). *How context can impact elementary science instruction.* Paper presented at the Association for Science Teacher Education Conference, Charleston, SC.

46. Kittleson, J.M. & **Wenner, J.A.** (2013, January). *SCTM: A promising model to encourage science instruction.* Poster presented at the Association for Science Teacher Education Conference, Charleston, SC.

47. **Wenner, J.A.** (2012). *Blue plus yellow does not always equal green.* Paper presented at the annual meeting of Science Education at the Crossroads, Providence, RI, September 6-8 [Available online at www.sciedxroads.org/proceedings2012.html]

48. Kittleson, J., Dresden, J., & **Wenner, J.A.** (2012, April). *Supporting elementary teacher candidates' understandings of ambitious, content-rich science instruction.* Poster presented at American Educational Research Association Annual Meeting, Vancouver, Canada.

49. Dresden, J., Kittleson, J., & **Wenner, J.A.** (2012, April). *Using a 'designed setting' in a professional development school to improve teacher preparation.* Paper presented in roundtable session at American Educational Research Association Annual Meeting, Vancouver, Canada.

50. **Wenner, J.A.**, Kittleson, J., & Dresden, J. (2012, March). *Encouraging elementary teacher candidates' understandings of ambitious science instruction.* Paper presented at NARST Annual International Conference, Indianapolis, IN.

51. **Wenner, J.A.** (2012, March). *How school environments impact elementary science instruction (preliminary findings).* Poster presented at NARST Annual International Conference, Indianapolis, IN.

52. **Wenner, J.A.** & Jackson, D. (2012, January). *Oral interviews as a final exam format for a science methods course.* Paper presented at the Association for Science Teacher Education Conference, Clearwater, FL.

53. Lewis, J.B., deMarrais, K., & **Wenner, J.A.** (2011, November). *Bringing Teach for America into the forefront of teacher education: Philanthropy meets spin.* Paper presented at the American Educational Studies Association Conference, St. Louis, MO.

54. Dresden, J., Kittleson, J., **Wenner, J.A.**, Graham, M. & Hicks, B. (2011, March). *"Scaffolded" learning for pre-service teachers: How on-site methods courses facilitate the integration of theory and practice in teacher education.* Paper presented at the National Association for Professional Development Schools Conference, New Orleans, LA.

Presentations at Regional Conferences

1. Raven, S., **Wenner, J.A.,** & Baldwin, K. (2020, October). *Science at the Center: A Preschool Science Framework.* Paper presented virtually at the Science Teachers Association of Texas (STAT) Annual Conference.

2. **Wenner, J.A.**, Frary, M., & Simmonds, P. (2018, January). *P^4: Physics and Preservice Teacher Partnership Project*. Poster presented at the Great ideas in Teaching and Learning Symposium, Boise, ID.

3. Ford, J. W. & **Wenner, J. A.** (2017, October). *Examining change in the self-perception of secondary students with disabilities attending a university-based postsecondary transition program*. Paper presented at Idaho Partnerships Conference on Human Services. Boise, ID.

4. **Wenner, J.A.** (2015, October). *Responsibilities, supports, and needs of science teacher leaders.* Paper presented at the Northern Rocky Mountain Educational Research Association conference, Boise, ID.

Invited Presentations

1. Invited Plenary Speaker, Power Up! Summit for the Idaho AfterSchool Network, 2017

2. Invited Panelist, NSTA Webinar, *Increasing pre-service teachers' ability to become lifelong learners*, 2019 [based on the Veal et al. article co-authored in 2019].

Guest Lectures or Workshops

1. Workshop Provider, Teacher Track Sessions on Equity in Education, Central Indian Education Summit, Fall 2018

2. Guest Speaker, "The Empirical Literature on Teacher Leadership", EDC&I 525, Situating Teacher Leadership in Today's Schools, University of Washington, 2017.

3. Workshop Provider, "How to Begin Doing K-12 Outreach", Center for Teaching and Learning, Boise State University, Fall 2016, Fall 2017, Fall 2018

4. Guest Speaker, "Introduction to Stoichiometry", Postsecondary Rewarding Education is Possible (PREP) Academy, Boise State University, Summer 2017, Summer 2018

5. Guest Speaker, “How to Present Your Research to a Public Audience”, Summer Research Community, Boise State University, 2016-2017

6. Guest Speaker, “Introduction to Genetics”, Postsecondary Rewarding Education is Possible (PREP) Academy, Boise State University, Summer 2016

7. Guest Lecturer, “Qualitative Research”, ED-CIFS 503, Fundamentals of Educational Research, Boise State University, Spring 2016, Fall 2016

8. Guest Lecturer, “Teacher Leadership”, ED-CIFS 575, What the Literature Says About Teacher Leadership, Boise State University, Summer 2016

9. Guest Lecturer, “Engaging Science Teaching Strategies”, BIOL 604, Teaching Assistant Skills and Issues, Boise State University, Fall 2015

V. Honors and Awards

2021 – Honorable Mention – Boise State Graduate College Excellence in Graduate Mentoring Award – Recognizes the efforts of faculty who consistently serve as effective mentors to graduate students.
2021 – University of Georgia Mary Frances Early College of Education Early Career Researcher Distinguished Alumni Award – Recognizes a graduate of the College who has demonstrated significant achievement in a research field in the early years of their career.

VI. Sponsored Projects

External Grants

2021-2026 - Weber State Mathematics and Science Teacher Propel Project, National Science Foundation ($1,199,498; PI: Johnston), **External Evaluator**
2020-2022 – Private/Public Partnership for Supporting Schools Seeking STEM School Certification, Idaho STEM Action Center ($50,000), **PI**
2019-2021 – Scholarships and Supports to Increase Access to and Completion of Masters Degrees in Engineering, National Science Foundation, ($999,867; PI: Farid), **Senior Researcher**
2019-2020 – Conducting a Large-Scale Surveillance of Public School Environments to Advance Wellness-Related Practices, with a Focus on Rural Schools, Robert Wood Johnson Foundation, ($200,000; PI: Turner), **Co-Investigator**
2019-2020 – Hybrid STEM Professional Development, Idaho STEM Action Center, ($60,000), **PI**
2018-2021 – Graduate Identity Formation through Teaching (GIFT), National Science Foundation, ($497,820), **PI**
2018-2022 – Scholarships for Geoscience Educational Opportunities, National Science Foundation, ($1,000,000; PI: Viskupic), **Co-PI**

2016-2018 - Integrated STEM Innovations, Idaho Core Standards and Practices, and Place-Based Learning: A Statewide Plan for the i-STEM Professional Development, Idaho State Department of Education ($968,000; PI: Davis), **Senior Researcher** 2016-2017; **Co-PI** 2017-2018

2015-2016 - G-FORCES: A Program to Encourage Family Involvement in STEM Education, NASA Idaho Space Grant Consortium and matched by Boise State University ($10,000 total, funded), **PI**

Internal Grants

2017-2018 - Equity in Practice Framework: Integration for Teacher Preparation Methods Courses ($13,986; PI: Morales), **Co-PI**

2017 - Physics & Preservice Teacher Partnership Project (P^4), WIDER PERSIST Partnership Project ($11,460), **PI**

2015-2017 – The First Three Years: Teacher Education Completer Quality & Impact on K-8 Student Learning 2.0 ($20,000; PI: Snow), **Researcher**

Advisory Boards

2019-2023 - Spanning Boundaries: A Statewide Network to Support Science Teacher Leaders to Implement Science Standards, National Science Foundation, ($1,367,630; PI: Yu), **Advisory Board Member for Teacher Leadership Expertise**

VII. Teaching Experience

School/District Professional Development

STEM School Certification Support, Fernan Elementary School, Coeur d'Alene, ID (in conjunction with the Idaho STEM Action Center), 2021-present
STEM School Certification Support, Basin Elementary School, Idaho City, ID (in conjunction with the Idaho STEM Action Center), 2020-present
Understanding and Embedding Crosscutting Concepts; Designing and Implementing Authentic Assessments; Considering the Shifts Needed for 3-Dimensional Science Teaching, Greenville County Schools, Greenville, SC, 2021
STEAM School Certification Support, Ernest Hemingway STEAM School, Ketchum, ID, 2019-2020
Science Curriculum Alignment, Foothills School of Arts and Sciences, Boise ID, 2018-2020
Integrated STEM Teaching and Learning PD Opportunity, State of Idaho (in conjunction with the Idaho STEM Action Center), 2019-2020
STEM Professional Development, Nampa School District, Nampa, ID, 2020, 2018
Science Professional Development for Middle/Secondary Teachers, Idaho Falls School District, Idaho Falls, ID, 2019
Designing Systems of Support for i-STEM Teacher Leaders & STEM School Certification Support, Temple View Elementary, Idaho Falls, ID, 2016-2018
Science Professional Development, Gooding Middle School, 2019
STEM Professional Development, Cassia County School District, Burley, ID, 2019
STEM Professional Development, Galileo STEM Academy, Eagle, ID, 2018-2019

Clemson University – College of Education

EDEL 4510, Elementary Methods in Science Teaching, Fall 2021

Boise State University – College of Education

ED-CIFS 333/533[†], Elementary Science Curriculum and Instruction, Summer 2015-Summer 2021
ED-CIFS 508[†], Learning and Development of Students, Each Summer Semester, 2016-2017, 2019; Fall 2020
EDU 653, Qualitative Approaches to Research, Each Fall Semester, 2015-2017, 2019
ED-CIFS 550, Seminar on Teaching and Learning, Spring 2018
EDU 610, The American Culture and the Context of Schooling, Summer 2017 (co-taught)
ED-CIFS 460/560, Professional Year I, Fall 2015-Spring 2017, Fall 2018-Spring 2019
ED-CIFS 461/567, Professional Year II: Teaching Experience in Elementary Education, Fall 2015-Spring 2017, Spring 2019

[†] Denotes that online sections of this course were developed and taught, in addition to in-person sections.

Boise State University – Other Colleges

HON 392[†], Honors Colloquium: Stitches of Resistance, Fall 2018, Spring 2021
CS 505, Teaching and Learning Computer Science II, Spring 2019
CS 503, Teaching and Learning Computer Science I, Fall 2018

Boise State University – Independent Studies (Undergraduate, Master's, and Doctoral Level; note that academic year independent studies were beyond workload)

ED-CIFS 596, Phenomenon-Based Inquiry in Elementary Science, Spring 2021
ED-CIFS 596, Academic Literature Review: Analyzing Education in Juvenile Detention Centers, Spring 2021
ED-CIFS 496, Publication on iSTEM 2.0, Spring 2021
ED-CIFS 496, Idaho STEM Professional Development, Fall 2020
ED-CIFS 496, Idaho STEM Professional Development, Spring 2020
EDU 596, Exploration of Student Identity, Belonging, and Mindfulness in Higher Education, Summer 2019
EDU 696, Sign Language Interpreting Program Internship Manual, Fall 2018
EDU 696, Accreditation Self-Study Report for Commission on College Interpreter Education, Fall 2018
ED-CIFS 696, Applicant Screening Process, Spring 2017
ED-CIFS 596, Mixed Methods Research, Fall 2016
EDU 696, Program and Curriculum Design, Summer 2016
ED-CIFS 596, Qualitative Action Research, Summer 2016
ED-CIFS 596, STEM Family Habitus Data Analysis, Spring 2016
ED-CIFS 596, Wild About Birds, Fall 2015

Boise State University – Program Coordination

Master in Teaching Elementary Education – 2020-2021
Masters of Arts in Curriculum and Instruction – 2020-2021
Graduate Certificate in Teaching – Elementary Pathway, 2017-2019

University of Connecticut

EDLR 5015, Teacher Leadership and Organization, Spring 2015
EDCI 5830, STEM Education Research, Spring 2014

[†] Denotes that online sections of this course were developed and taught, in addition to in-person sections.

VIII. Professional Service Activities

National Academic Service

Editorial Review Board Member, *Journal of Science Teacher Education*, 2022-present
Editorial Board Member, *International Journal of Teacher Leadership*, 2019-present
Registration and Social Event Volunteer, ASTE International Conference, 2022
Review Board Member, *International Journal of Teacher Leadership*, 2018-2019
NARST Strand 8 (In-Service Science Teacher Education) Co-Coordinator, 2017-2019
Invited Panelist, National Science Foundation Mentoring Plan Webinar, 2015
Facilitator Supervisor, Science Education at the Crossroads conference, Portland, OR, 2014
Graduate Student Representative on NARST Research Committee, 2012-2014
NARST Graduate Student Representation Committee, 2011-2013

Reviewing for Journals and National Organizations

Leadership and Policy in Schools, 2019-present
Science Education, 2016-present
Teaching and Teacher Education, 2018
School Leadership and Management, 2017
Education Administration Quarterly, 2015 to 2017
Association for Science Teacher Education, 2018
National Science Foundation, 2017
American Educational Research Association Annual Meeting

- Division K-Section 5, 2021
- Division K-Section 2, 2019
- Division K-Section 4, 2016
- Division A-Section 4, 2014
- Division K-Section 1, 2014

NARST Annual International Conference, 2012, 2015

Institutional Academic Service – University Level

Graduate Faculty Representative, Kathryn Sautter, Materials Science & Engineering Ph.D., Boise State University, Spring 2021
Search Committee, Institute for STEM and Diversity Initiatives Project Manager, Boise State University, Spring 2018

Institutional Academic Service – College Level

Doctoral Management Committee, Boise State University, 2018-2021
Coherence Task Force for Elementary Education, Boise State University, 2015-2018
Teacher Education Liaison Group (TELG), Boise State University, 2015-2017

Institutional Academic Service – Department Level

Promotion and Tenure Committee, Boise State University, 2015, 2020, 2021
Search Committee, Assessment/Quantitative Research, Boise State University, 2017-2018
Search Committee, Teacher Education, Boise State University, 2015-2016

Service to Community

Member, Idaho School Readiness Guidelines Work Group, Spring 2021
Member, Idaho Science Content Standards (Grades K-2), Summer-Fall 2020
Member, Idaho Content Review Committee for Elementary State Science Assessment, October 2019
Co-Organizer, Garfield Elementary STEM Night, Boise, ID, each Fall 2015-2019
Guest Educator, Grace Jordan Elementary 5th Grade Science Day, Boise, ID, each Spring 2016-2018
Guest Educator, Chickadees FIRST Robotics Team (FRC Team 5871), Boise, ID, Fall 2017
Survey Data Collection/Analysis, Boise First Presbyterian Church, 2017
Lay Member, Seminary Intern Supervision Committee, Boise First Presbyterian Church, 2017

IX. Advising

Master's Level Theses – Graduated

Committee Member, **Brooke Ward**, Graduated May 2022, "The Graduate Identity Formation Through Teaching (GIFT) Project as a Mitigating Tool for Imposter Phenomenon" Boise State University.

Doctoral Level Dissertations – In progress

Committee Member, Jennifer Bateman, Clemson University
Committee Member, Regina Manley, Boise State University

Doctoral Level Dissertations – Graduated

Committee Member, **Christopher Taylor**, Graduated May 2022, "Phenomenon-Based Instruction in the Elementary Classroom: Impact on Student Engagement and Achievement in Science Content Learning." Boise State University.

Co-Chair, **Gurupriya Ramanathan**, Graduated August 2021 "An Exploration of the Nature of Social Interactions Between Preschool Students with Diverse Social-Emotional Skills During Engineering Activities." Boise State University.

Co-Chair, **Whitney Schexnider**, Graduated August 2021, "Understanding Principals' Knowledge of Special Education." Boise State University.

Chair, **Sarah Lausch,** Graduated May 2021, "I Will Not Stand in My Way: Exploring the Effects of Mindfulness on Impostor Feelings through Self-Authorship in Female STEM Graduate Students." Boise State University.

Committee Member, **Blake Densley**, Graduated May 2021, "Movement Integration in Classrooms: Factors Associated with the Adoption and Implementation of Physical Activity in U.S. Elementary Schools." Boise State University.

Chair, **Elizabeth Schniedewind**, Graduated August 2020, "Communication in Healthcare Settings: Access and Barriers to Care Experienced by Deaf Patients." Boise State University.

Co-Chair, **Geri Gillespy**, Graduated May 2020, "Teacher Self-Perceptions of Skills and Beliefs Using Technology in Classroom Practice." Boise State University.

Chair, **Soñia Galaviz**, Graduated May 2020, "Designing STEM Experiences for the Family in Order to Develop STEM Family Habitus and Capital." Boise State University.

Committee Member, **Kimberly M.B. Tucker,** Graduated December 2019, "Mentor's Perspective: Impact of Working in a Professional Development Partnership." Boise State University.

Committee Member, **Katie Paulding**, Graduated December 2019, "The Influence of Models and Ratio Relationships on Middle School Students' Cognition in Proportional Reasoning." Boise State University.

Committee Member, **Mari Rice**, Graduated May 2019, "Service Learning in an Introductory Environmental Science Course: How Participation Impacts Course Content Knowledge and Agency." Boise State University.

Committee Member, **Serena Morales**, Graduated May 2018, "The Story of Relationship: A Narrative Inquiry into Mentor Teacher Perceptions of Their Mentoring Experiences with Teaching Candidates." Northwest Nazarene University.

Chair, **Angela Hemingway**, Graduated December 2017, "Research-Based STEM Educator Professional Development Rubrics for the Selection of High-Quality Professional Development: A Mixed Methods Study of Teacher Perceptions and Outcomes." Boise State University.