

SARA TOLBERT

Assistant Professor of Science Education

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AREAS OF SPECIALIZATION/RESEARCH INTERESTS

Equity & Social Justice in Science Teacher Education, Critical/Sociopolitical Perspectives in Science Education, Science Education for Bi/Multilingual Learners, Critical/Feminist Theories of Education, Critical Race Theory, Language and Literacy in Science and Science Teacher Education, Cultural Studies of Science Education, Bilingual/Multilingual Education, Indigenous Science Education, Environmental Learning

EDUCATION

Ph.D., Education, University of California, Santa Cruz. June, 2011.

M.Ed., Middle Grades Education (Primary Emphasis: Science; Secondary Emphasis: Social Studies Education). University of Georgia. August 2006.

B.A., Environmental Studies, University of Colorado, Boulder. 1996.

PUBLICATIONS

Journal articles

Schindel, A. & Tolbert, S. (in press). Critical caring for people and place. *Journal of Environmental Education*, Special Issue: Gender & Environmental Education.

Schindel, A. & Tolbert, S. (Fall, 2016). Ebola: Teaching science, race, & the media. *Rethinking Schools*.

Canipe, M. & Tolbert, S. (2016). Many ways of knowing: A multilogical science lesson on climate change. *The Science Teacher*, 83, 4, 31-35.

Tolbert, S. & Bazzul, J. (2016). Toward the sociopolitical in science education. *Cultural Studies of Science Education*. DOI :10.1007/s11422-016-9737-5

Tolbert, S. & Knox, C. (2016). "They might know a lot of things that I don't know": Investigating differences in preservice teachers' ideas about contextualizing science instruction in multilingual classrooms. *International Journal of Science Education*. DOI: 10.1080/09500693.2016.1183266

Tolbert, S., Snook, N., Knox, C., & Udoinwang, I. (2016). Promoting youth empowerment and social change in/through school science. *Journal of Activist Science and Technology Education*, Special Issue (Counter)-Hegemony of STEM. Available online at <http://jps.library.utoronto.ca/index.php/jaste/article/view/26827/19851>

- Tolbert, S. (2015). "Because they want to teach you about their culture...": Analyzing effective mentoring conversations between culturally responsible mentors and secondary science teachers of indigenous students. *Journal of Research in Science Teaching*, DOI: 10.1002/tea.21240
- Tolbert, S. & Eichelberger, S. (2014). Surviving teacher education: A community cultural capital framework of persistence. *Race, Ethnicity, & Education*. DOI: 10.1080/13613324.2014.969222
- Tolbert, S., Stoddart, T., Lyon, E., & Solís, J. (2014). The Next Generation Science Standards, Common Core State Standards, and English language learners: Using the SSTELLA framework to prepare preservice elementary teachers. *Issues in Teacher Education* (special issue), STEM education: Educating teachers for a new world, 23, 1, 65-90.
- Tolbert, S. (2011). Science education as a pathway to teaching language literacy. *Cultural Studies of Science Education*, 6, 1, 253-261.

Book Chapters

- Bazzul, J. & Tolbert, S. (in press). Reassembling the natural and social commons: the critical project for education. In *Education for the commons: Pedagogy, politics, and potentiality*. Palgrave Macmillan.
- Bazzul, J., Tolbert, S., & Kayumova, S. (in press). New Materialisms and Science Classrooms: Diagramming Ontologies and Critical Assemblies. In K. Scantlebury & C. Milne, Eds., *Material practice and materiality: Too long ignored in science education*. Netherlands: Springer.
- Stoddart, S., Solis, J., Lyon, E., & Tolbert, S. (in press). Preparing pre-service secondary teachers to teach science to English Learners: Translating theory into practice, in A. Oliveira & M. Weinburgh (Eds.), *Science teacher preparation in content-based language acquisition*. Association of Science Teacher Educators (ASTE) Monograph.
- Tolbert, S., Calabrese Barton, A., & Moll, L. (in press). What can teachers do to restructure power dynamics in science classrooms? In *13 questions for science education*. New York: Peter Lang Publishing.
- Tolbert, S. & Schindel Dimick, A. (in press). Altering the ideology of consumerism: Caring for land and people through school science. In G. Reis, M. Mueller, R. Lather, L. Silveres, & R. Oliveira, Eds., *Sociocultural perspectives on youth ethical consumerism*. Netherlands: Springer.
- Lyon, E. & Tolbert, S. (2016). Scientific sense-making through scientific and engineering practices. In Lyon, E., Tolbert, S., Solís, J., Stoddart, T., & Bunch, G., Eds. (in press). *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development*. Lanham, MD: Rowman & Littlefield Publishers.

Tolbert, S. & Lyon, E. (2016). Deconstructing the “Explaining the Antibiotic Resistance of MRSA” Unit. In Lyon, E., Tolbert, S., Solís, J., Stoddart, T., & Bunch, G., Eds. (in press). *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development*. Rowman & Littlefield Publishers.

Tolbert, S. & Stoddart, T. (2016). The SSTELLA framework: A synergistic and reciprocal relationship between language and science for secondary teaching. In Lyon, E., Tolbert, S., Solís, J., Stoddart, T., & Bunch, G., Eds. (in press). *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development*. Rowman & Littlefield Publishers.

Tolbert, S. (2016). Contextualizing science activity. In Lyon, E., Tolbert, S., Solís, J., Stoddart, T., & Bunch, G., Eds. (in press). *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development*. Rowman & Littlefield Publishers.

Musetti, B. & Tolbert, S. (2010). Promoting science achievement and aspiration among Latino English language learners in the secondary school. In Sunal, D. & Sunal, C (Eds.), *Teaching Science with Hispanic ELLs in K-16 Classrooms*. Charlotte, NC: Information Age Publishing.

Stoddart, T., Solís, J., Tolbert, S., & Bravo, M. (2010). Effective science teaching for English language learners. In Sunal, D. & Sunal, C (Eds.), *Teaching Science with Hispanic ELLs in K-16 Classrooms*. Charlotte, NC: Information Age Publishing.

Books

Lyon, E., Tolbert, S., Solís, J., Stoddart, T., & Bunch, G., Eds. (2016). *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development*. Lanham, Maryland: Rowman & Littlefield Publishers.

Under Review and In Progress

Schindel Dimick, A. & Tolbert, S. (in preparation). Civic environmental identity. Journal article.

Schindel Dimick, A., Tolbert, S., & Rodriguez, A. (in preparation). In J. Bazzul & C. Siry, Eds., *Critical voices in science education research: Narratives of academic journeys*. Springer. Book chapter.

Tolbert, S., Knox, C., & Salinas, I. (under revision). Framing, adapting, and applying: Learning to contextualize science activity in multilingual science classrooms. In I. Sanchez Tapia & A. Rodriguez, Eds., *Contextualizing science education for social justice: Real cases from across the globe with full research-derived classroom lessons*. Netherlands: Springer.

Tolbert, S., Schindel Dimick, A., Rodriguez, R. (in preparation). "Wading into the fray": Redefining rigor and acknowledging our relational responsibilities in justice-oriented qualitative science education research. Journal article.

Tolbert, S., Kayumova, S., & Scantlebury, K. (in preparation). Materiality, representation, and democratization: Re-turning feminist science education research to matter/mattering. Journal article.

PRESENTATIONS

Peer-reviewed conference papers

Kayumova, S., Scantlebury, K., & Tolbert, S. (forthcoming, November 2016). Decolonizing material-discursive "realities" in science education. Paper to be presented as part of the Maddening Science: Decolonizing Technoscientific Spaces, Places, and Communities panel at the annual conference of the National Women's Studies Association, Montreal, Canada.

Scantlebury, K., Tolbert, S., Kayumova, S. (August 2016). Re-turning feminist science education research to matter. Paper presented at the European Conference on Educational Research, Dublin, Ireland.

Aguilar-Valdez, J., Bazzul, J., Morales-Doyle, D., Schindel Dimick, A., Snook, N., Suriel, R. & Tolbert, S. (April 15, 2016). The sociopolitical turn in science education: A call to action. Paper presented at the annual conference of the National Association of Research in Science Teaching, Washington, D.C.

Knox, C., Salinas, I., & Tolbert, S. (April 15, 2016). Framing, adapting, and applying: How can novice science teachers construct authentic science learning contexts for/with students in multilingual science classrooms? Paper presented in the Strand 11 Related Paper Set: What is contextualization of science learning environments after all? An exploration across cultural contexts at the annual conference of the National Association of Research in Science Teaching, Washington, D.C.

Schindel Dimick, A. & Tolbert, S. (April 17, 2016) Empowering teachers and students through school science. In Critical perspectives on science education: Examples in practice, Strand 11 Poster Symposium presented at the annual conference of the National Association of Research in Science Teaching, Washington, D.C.

Lyon, E., Tolbert, S., Solis, J., Stoddart, T., Bunch, B., Salinas, S. Knox, C., & Couling, J. (April 15, 2016). Teaching English Learners through science-language integration: Linking a conceptual framework to secondary teacher preparation. Paper presented at the Strand 7 Symposium at the annual conference of the National Association of Research in Science Teaching, Washington, D.C.

Lyon, E., Tolbert, S., Solis, J., Stoddart, T., & Bunch, G. (2015). Conceptualizing a core set of science teaching practices for English Learners. Paper presented to the 2015 Annual Conference of the National Association of Research in Science Teaching (NARST), Chicago, IL.

- Tolbert, S. (April 9, 2016). Expanding possibilities for social justice in school science. Poster presented at the annual meeting of the American Education Research Association (AERA) Excellence in education research: Early career scholars and their work. Washington, D.C.
- Tolbert, S., Snook, N., & Knox, C. (2015). Promoting youth voice and social change in science through participatory research: Challenges and opportunities of an emerging university-school partnership. Paper presented to the 2015 Annual Conference of the National Association of Research in Science Teaching (NARST), Related Paper Set: De/Reconstructing (re)evolutionary and socially just places of learning in formal science classrooms, Chicago, IL.
- Stoddart, S., Tolbert, S., Fisher, R. (2015). Linguistically diverse learners and STEM Practices, Symposium, 2015 Annual Conference of the National Association of Research in Science Teaching (NARST), Chicago, IL.
- Tolbert, S. & Knox, C. (2015). "How many people have been to the Grand Canyon?" Novice teachers contextualizing science activities in diverse high school science classrooms. Paper presented to the Science Teaching & Learning SIG for the Annual Meeting of the Association of Educational Research Association (AERA).
- Tolbert, S. (2014). Investigating the culturally responsive practices of science teachers with indigenous students. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Tolbert, S. (2014). Culturally responsive mentoring conversations as reflective practice for secondary science teachers of minoritized students. Paper presented at the annual meeting of the National Association of Research in Science Teaching (NARST). Pittsburgh, PA.
- Tolbert, S. (2014). Relationship-based pedagogy as culturally responsive science instruction for indigenous students. Presented at the annual meeting of the Association of Science Teacher Educators (ASTE), San Antonio, TX.
- Lyon, E. & Tolbert, S. (2014). Preparing pre-service elementary teachers to integrate academic language and literacy while teaching science: The effect on students' science writing. Presented at the annual meeting of the Association of Science Teacher Educators (ASTE), San Antonio, TX.
- Tolbert, S. (April, 2013). Invoking community cultural capital to survive teacher education: Yolanda's story. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Tolbert, S. (April, 2013). How do I make it relevant? Preservice science teachers contextualizing instruction in underserved classrooms. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Juan, Puerto Rico.
- Tolbert, S. (2012). Teaching the content in context: Preparing science teachers for meaningful, relevant instruction in underserved classrooms. Paper presented at the

annual meeting of the National Association of Research in Science Teaching (NARST), Indianapolis, IN.

- Tolbert, S. (2012). Overturning typologies: Contradictions and tensions in the beliefs and knowledge of preservice science teachers about equity in science instruction. Presentation at the annual meeting of the Association of Science Teacher Educators (ASTE), Clearwater, FL.
- Zozakiewicz, C. & Tolbert, S. (2011). Preparing cooperating teachers to mentor student teachers in culturally and linguistically responsible ways. Paper presented at the Division K Symposium: Grabbing the Reins: Promising Solutions to Persisting Problems of Practice in Student Teaching Field Experiences, American Educational Research Association, New Orleans, LA.
- Zozakiewicz, C. & Tolbert, S. (2011). ESTELL professional development. Paper presented at the Related Paper Set: Promoting effective science teaching for English language learners: Testing a model of preservice teacher education, National Association of Research in Science Teaching, Orlando, FL.
- Tolbert, S. (2010). Contextualizing instruction for cultural and social relevance: Exploring preservice secondary science teachers' beliefs, knowledge, and practices. Research Committee Sponsored Poster Symposium, Summer Research Institute. National Association of Research in Science Teaching annual conference, Philadelphia, PA.
- Tolbert, S. (2009). Cultural food days and growing gardens?: Pre-service elementary teacher emerging beliefs and knowledge about contextualizing science instruction in diverse classrooms. Paper presented at the annual conference of the National Association of Research in Science Teaching, Garden Grove, CA.
- Stoddart, T. & Tolbert, S. (2008). Preparing elementary school teachers to integrate inquiry science instruction and language development for English Language Learners. Paper presented at the annual conference of the National Science Teachers Association, NARST Research Dissemination Institute, Portland.
- Tolbert, S., Musetti, B., Salas, S., & Mellom, P. (2008). Science as springboard: Promoting achievement and aspiration among Hispanic students. Paper presented at the annual conference of the American Educational Research Association, New York.
- Stoddart, T. & Tolbert, S. (2008). Preparing elementary school teachers to integrate inquiry science instruction and language development for English Language Learners. Paper presented at the annual conference of the National Association of Research in Science Teaching, Baltimore.
- Tolbert, S. & Stoddart, T. (2008). Academic language development through inquiry science: A comparison of results from a science-language integration program in English-Only and bilingual elementary classrooms. Paper presented at the Division C: Learning and Instruction Symposium on The Relationship between Integrated Science, Language and Literacy Teaching, and Student Learning in Diverse Classrooms. American Educational Research Association, New York.

Stoddart, T., Bravo, M., Solis, J., & Tolbert, S. (2007). CREDE Standards in context: Subject matter, language, and culture. Center for Research on Education, Diversity, and Excellence [CREDE], Paper presented at the annual UC-Berkeley CREDE Seminar.

Musetti, B., Tolbert, S., Mellom, P., Salas, S., & Strickland, D. (2007). Teaching science as an additional language in linguistically diverse classrooms. Paper presented at the Science Teaching & Learning Special Interest Group (STL-SIG) Symposium on Discourse and Diversity in Science, American Educational Research Association, Chicago.

Musetti, B., Salas, S., Mellom, P., Tolbert, S., & Arcila, J. (2007). University and school partnerships for and with Latinos in education. Paper presented at the annual conference of the American Educational Research Association, Chicago.

Peer-reviewed Workshops and Presentations

Tolbert, S., Snook, N., Knox, C., Udoingwang, I. & Rodriguez, K. (October, 2015). Empowerment through justice-oriented science education. Workshop presented at the annual meeting of Teachers 4 Social Justice. San Francisco, CA.

Tolbert, S., Snook, N., Udoingwang, I., Andrade, J., Figueroa, J., Perez, M. & Preston, J. (March, 2015). Expanding possibilities for social justice in school science. Workshop presented at the annual meeting of the New York Collective of Radical Educators (NYCORE). New York, NY.

Tolbert, S., Bilica, K., Roth, B., & Hill, J. (January, 2015). Reading, Writing, and Talking Science: Preparing Secondary Science Teachers to use Next Generation Science Standards and Common Core State Standards in Linguistically Diverse Classrooms. Annual Meeting of the Association of Science Teacher Educators (ASTE) Professional Development Workshop, Portland, OR.

Tolbert, S., Gray, K., Stevens, V., Combs, M., Griego-Jones, T., & Dias, Jesus. (November, 2014). "Becoming" and "Being" a Socially Just Department of Teaching & Learning: Encouraging a Critical Stance. Annual meeting of the National Association of Multicultural Education (NAME), Tucson, AZ.

Tolbert, S., Canipe, M., & Vezino, B. (March, 2013). Traditional ecological (indigenous) knowledge in K-12 science classrooms. Presentation to the New York Collective of Radical Educators (NYCORE). New York, NY.

Other presentations and invited talks

Stoddart, T. Lyon, E., Solis, J., Tolbert, S., Ash, D., Bunch, G., Salinas, I. & Knox, C. (2016). Poster: Secondary Science Teaching with English Language & Literacy Acquisition: Year 1 & Year 2 Analysis.. NSF-DRK-12 PI meeting. Washington, D.C.

Tolbert, S. (May 26, 2016). Keynote speaker, Changemaker High School graduation. Tucson, AZ.

- Tolbert, S. (2016). What is change-making in science education? High school science as personal and social transformative power. In Jhumki Basu scholars symposium: Equity & justice - Perspectives from emerging scholars. Poster presented at the annual meeting of the National Association of Research in Science Teaching (NARST), Baltimore, MD.
- Tolbert, S. (April 14, 2016). NARST Equity and Ethics Committee Pre-conference workshop, Panelist. Washington, D.C.
- Stoddart, T., Tolbert, S., Lyon, E., Solis, J., Ash, D., Bunch, G. (2016). Poster: Secondary Science Teaching with English Language & Literacy Acquisition. NSF-DRK-12 PI meeting. Washington, D.C.
- Tolbert, S., Knox, C., & Udoinwang, I. (2015). Community engagement and youth leadership through science education. Presentation to the National Advisory Board for the College of Education, University of Arizona. Tucson, AZ.
- Tolbert, S. (2013). Community cultural capital in teacher education. Virtual presentation to the Educational Leadership Graduate Program at the University of North Carolina, Greensboro, NC.
- Stoddart, T. & Tolbert, S. (2010). Effective science teaching for English language learners. Nanyang University, National Institute of Education (NIE), Curriculum, Teaching, and Learning Seminar, Singapore.
- Tolbert, S. & Suriel, R. (2009). Contextualizing science instruction: Making connections between school science and student knowledge in culturally and linguistically diverse classrooms. National Science Teachers Association Professional Development Institute, New Orleans, LA.

Other Conference Papers

- Bravo, M., & Solis, J. (2009). Stoddart, T., Tolbert, S., & McKinney de Royston, M., non-presenting authors. Dialogic activity in science instruction (DAISI): Integrating CREDE pedagogy into observations of preservice science teaching. The American Educational Research Association Annual Meeting in San Diego CA, April 12-18, 2009.

HONORS, AWARDS, AND GRANTS

- 2016** Centering Social and Political Issues in Science and Mathematics Education: Understanding the Impact of Interdisciplinary Research, American Educational Research Association (AERA) Conference Grants Program, principal investigator. Amount requested; \$35,000, denied.
- 2015** Bright Spots for Hispanic Education, White House Initiative on Educational Excellence for Hispanics. [Teacher Education for English Learners \(TEEL\)](#).
- 2015** [Spencer Post-Doctoral Fellowship](#), National Academy of Education. Amount awarded: \$70,000.
- 2015** Erasmus Circle Fellow, University of Arizona, College of Education. Amount awarded: \$7500.

- 2015** Jhumki Basu Scholar, National Association of Research in Science Teaching (NARST). Amount awarded: \$700.
- 2014** Smith Junior Faculty Grant. Amount awarded: \$5000.
- 2014** AERA Division K New Faculty Pre-Conference Workshop Participant
- 2013** *Secondary Science Teaching with English Language & Literacy Acquisition (SSTELLA)*, National Science Foundation Discovery K-12 Research Program, co-principal investigator. Amount awarded: \$2.9 million.
- 2012** *Responsive and Inclusive Science Education in the Secondary School (RISES): A Collaborative Research Proposal*, National Science Foundation Discovery K-12 Research. Amount requested: \$3 million, denied (Rating: Highly Competitive).
- 2012** *Exploring the Science Teaching Practices of Te Kotahitanga Teachers*, Faculty Seed Grant, Office of the Senior Vice President for Research, 2012-2013. Amount awarded: \$10,000.
- 2006-2008** Cota Robles Fellowship. Amount awarded: \$20,000/year + tuition remission.

TEACHING EXPERIENCE

College Teaching Experience

University of Arizona

- TTE 596c Topics in Teacher Education: Indigenous Knowledge in Math and Science Education, Fall 2012
- TTE 541 Equity and Social Justice in Mathematics and Science Education, Teachers in Industry, online/hybrid, Fall 2015
- TTE 541 Equity and Social Justice in Mathematics and Science Education, MASTER-IP, Summer 2012
- TTE 523 Curriculum Issues and Practices in Science (online/hybrid), Fall 2013, Fall 2014
- TLS 324 Teaching Science in the Elementary School (bilingual cohort -- Spanish immersion), Spring 2015, Fall 2016
- TTE 324 Teaching Science in the Elementary School, Bilingual/ESL cohort, Spring 2013, Spring 2012, Fall 2011
- TTE 314 Teaching Science with Young Children (ECE science methods), Spring 2012
- TEDV 530 Methods for Secondary Science and Math Instruction (Transition to Teaching), Summer 2013, UA South

Mentoring

- Masters advisees – 1
- Dissertations Completed - 1
- Dissertation Chair – 3
- Doctoral Committee Member – 12
- Post-doctoral Researchers – 1

Other Teaching Experience

- 2008 - 2010: Tutor Corps**, San Francisco, CA, Tutor/Educational Manager
- 2006: Steps to College**, The University of Georgia, Program Coordinator/Lead Teacher, Meadowbrook High School, Gwinnett County, Georgia
- 1996 - 2006: Public School & Adult Teaching**

Student Teacher, Consortium of Overseas Student Teachers (COST), Papatoetoe New Zealand, 2006
Science and ESOL Teacher, Path Middle School, Atlanta, GA, 2003-2004
Adult ESL/Science Teacher and Assistant Program Manager, UNESCO/Rare for Conservation, Mexico and Central America, 2000-2003
Science and ESOL Teacher, Arturo Toscanini Community Junior High School 145, Bronx, NY, 1997 – 2000 (Teach for America 1997-1999)
EFL Teacher, Council for International Educational Exchange, France, 1996

SERVICE

National

Founding Member, Science Education for Social Justice Association (SESJA), 2016 to present
Critical and Sociopolitical Perspectives in Math and Science Education, AERA SIG planning committee and officer, 2015-present
Journal for Research in Science Teaching, Editorial Board Member, 2015-2018
National Science Foundation (NSF) Education and Human Resources (EHR) Division, Panelist, 2015, 2016
National Science Foundation (NSF) Graduate Research Fellowship Program, Panelist, 2015
American Association of Colleges for Teacher Education, University of Arizona Institutional Representative, 2013-2014
External Reviewer, Diversity and Equity in Science Learning from an International Perspective, Diversity and Equity in Science Learning section (O. Lee & C. Buxton, Section Editors), *Handbook of Research on Science Education*, 2nd ed., Taylor & Francis Publishing.
Presider, NARST annual conference, 2013, 2014, 2015
Presider, ASTE annual conference, 2015
Session Chair, AERA STL SIG, 2016
Session Discussant, AERA STL SIG, Division K, Division G, 2016
Treasurer/Secretary, AERA Science Teaching & Learning SIG 2013-2016
Treasurer/Secretary, Far West Region, Association for Science Teacher Educators (ASTE), 2013-2016
NARST Latino Research Interest Group (LARIG), Secretary, 2012-2015
National Association of Research in Science Teaching, Conference Proposal Reviewer, 2011, 2012, 2013, 2015
Association of Science Teacher Educators, Conference Proposal Reviewer, 2013, 2014
American Educational Research Association, Science Teaching & Learning SIG, Conference Proposal Reviewer, 2011, 2013, 2015

University

UA Roundtable discussion, invited participant, U.S. Department of Education Back to School Bus Tour, 2013
UA Office of the Vice President for Research (OVPR), Faculty Seed Grants Program, Reviewer, 2013

Department/College

TLSS Social Justice & Equity Committee, founding member, 2013-present
COE Bilingual Education Committee, 2012 to present

Indigenous Education, TLSS search committee member (TTE representative),
2013-2014
TLSS Student Affairs Committee member, 2012-2013
SOAR Science collaborative, Guest presenter, 2013
TEACH Arizona, Interviewer, 2013
TLS Colloquy, Introductory Address for Keynote Speaker, Okhee Lee, 2013
College of Education, Interviewer, 2012
Teaching Mexican American Students, Guest Lecturer, 2012
TLS Colloquy, Panel Discussant, 2012, 2014
MASTER IP, Interviewer, 2012
Project SEED, Amiga, 2011

Community

Developer and lead facilitator, STELLA professional development workshops for
university supervisors and cooperating teachers, UA, 2015, 2016; UTSA,
UCSC, ASU, 2015
Changemaker High School Board of Directors, Board member, December 2015 to
present
Yuma High School, science fair judge, January 2016
Guest judge, Youth Changemaker Pitch Night, Changemaker High School,
December 2015
Mathematics Engineering Science Alliance (MESA), advisor on teacher
professional development and curriculum materials, Fall 2014
Western Institute for Leadership Development (high school), professional
development for teachers, 2014
Western Institute for Leadership Development (high school), Local change-makers
in science, field trip organizer, spring 2014
Guest judge, MESA Service Learning in Science, March 1, 2014
CAP: Partnerships for Indigenous Knowledge and Digital Literacies Symposium,
invited participant, November 9-10, 2013
Indigenous Language and TEK, Invited symposium participant, March 25-26, 2013
Yuma High District, Coaching and Professional Development for Secondary
Science & SEI Teachers, 2013-present
Siemens STEM Institute for Teachers, Reviewer, Siemens Foundation/Discovery
Education/The College Board, Feb-March 2013
Tucson High School Science Fair Judge, February 2013
Math, Engineering, & Science Alliance (MESA), 2013-2014 MESA Student
Competition on STEM Service Learning, advisor
Changemaker High School, Science curriculum development committee member,
2012-present
UA South, Super Saturday Professional Development for Transition to Teaching
Fellows, 2012

LANGUAGES

Spanish, Speak: Advanced, Read: Advanced, Write: Intermediate
French, Speak: Intermediate, Read/Write: Intermediate