**CURRICULUM VITAE – CORY A. BUXTON**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ACADEMIC HISTORY**

**Current Academic Rank:** Professor

**Proportion Time Assigned**: 40% Instruction, 40% Research, 20% Service

**Tenure Status**: Tenured

**Degrees Earned:**

Ph.D. Instruction and Curriculum: Science Education, University of Colorado

Boulder, Colorado May 2000

M.A.T. Earth Science Education, Tulane University

New Orleans, Louisiana May 1994

B.S. Geology, University of Maryland

College Park, Maryland May 1989

**Academic Positions**:

Professor: Oregon State University, Corvallis, Oregon, 2018 - present

UGA Athletic Assoc. Professor: University of Georgia, Athens, Georgia, 2014 – 2018

Professor: University of Georgia, Athens, Georgia, 2013 – 2018

Associate Professor: University of Georgia, Athens, Georgia, 2008 – 2013

Associate Professor: University of Miami, Coral Gables, Florida, 2007 – 2008

Assistant Professor: University of Miami, Coral Gables, Florida, 2003 – 2007

Assistant Professor: University of New Orleans, New Orleans, Louisiana, 2000 – 2003

**Other Appointments:**

National Academy of Sciences Panel on Supporting English Learners in STEM Subjects, 2017-2019

Fulbright Program Specialist Roster, United States Department of State, 2017-2021

Associate Member, LCT Centre for Knowledge Building, University of Sydney, 2019 -

Interdisciplinary Qualitative Studies Certificate Program faculty, University of Georgia, 2014 – 2018

Fellow, Institute for Interdisciplinary Research in Education and Human Development, 2012 – 2018

Adjunct Faculty, Department of Mathematics and Science Education, University of Georgia, 2011 – 2018

**Other Professional Employment:**

# Teacher Professional Development Consultant: Orleans Parish Schools, New Orleans, Louisiana, 2001 – 2003

Instructor: University of Colorado, Boulder, Colorado, 1998 – 2000

ESOL Teacher: Niwot High School, Niwot, Colorado, 1994 - 1996

Geology Teacher: New Orleans Center for Science and Mathematics, New Orleans, Louisiana, 1992 - 1994

Peace Corps Volunteer/ Science Teacher: Santa Rosa de Lima, Guatemala, 1989 – 1992

**Areas in Which Research is Done**

* Teaching science to multilingual learners
* Integration of science and language practices
* School-family-community partnerships and engagement
* Teacher professional learning
* Integration of science and social studies education
* Constructed response science assessments

**INSTRUCTION AND ADVISING**

**Teaching**

Oregon State University

ED 457 Teaching Elementary Mathematics for Understanding: Fall 2018, Fall 2019

SED 459 Science and the Nature of Inquiry: Winter 2019, Winter 2020, Winter 2021, Winter 2022

SED 573 Science Pedagogy & Technology I, Fall 2020, Fall 2021

SED 621 Survey of Research on Learning: Winter 2019

ED 652 Ethnography, Spring 2020

SED 623 Curriculum Theories, Fall 2020

ORT University, Montevideo, Uruguay

Doctoral Seminar 1- The Study of Teaching: Summer 2018 (taught in Spanish)

University of Georgia

ETAP 2200: Education Around the World: Fall 2017

ETAP 8070: Research on Teacher Education (doctoral): Fall 2016, Fall 2015

ETAP 9130: Doctoral Writing Seminar: Spring 2013, Spring 2011

EDMS 5020: Educating Young Adolescents: Fall 2014, Fall 2012, Fall 2010

EDMS 5030: The Middle School Curriculum: Fall 2011

EDMS 5020L/5030L: Supervision of Middle School Field Experience: Fall 2011, Fall 2009, Fall 2008

EDMS 5460: Student Teaching in the Middle School: Spring 2016, Spring 2015, Spring 2010, Spring 2009

EDMS 7050E: Teaching Children and Young Adolescents (online course): Fall 2017

EDMS 7090: Instructional Strategies in Elementary and Middle Grades: Spring 2016, Spring 2015

EDMS 7090E: Instructional Strategies in Elementary and Middle Grades (online course): Spring 2017, Spring 2018

ESOC 4400/6400: Teaching Social Studies in the Middle Grades: Spring 2017, Spring 2014, Spring 2012, Spring 2010 Fall 2009, Spring 2009

FYOS 1001: First Year Odyssey Seminar: Who are English Learners?: Fall 2011

ETAP 9005: Doctoral Research Assistant Supervision & Mentoring: every semester Fall 2010-2017

University of Miami

TAL 657: Research on Learning in Mathematics and Science (doctoral): Fall 2005

TAL 743: Research on Curriculum in Mathematics and Science (doctoral): Spring, 2008

TAL 423: Science & Social Studies Methods in the Elementary School: Fall 2003, Spring 2005, Fall 2005, Spring 2006, Fall 2006, Spring 2007, Fall 2007

TAL 503: Computer Applications in Education: Summer 2005, Summer 2006

TAL 623: Science Methods for Practicing Elementary Teachers: Summer 2004, Summer 2006, Summer 2007

University of New Orleans

EDCI 6905: Research Critique in Curriculum and Instruction (doctoral) Fall 2002

EDFR 6731: Qualitative Research Design and Writing (doctoral) Fall 2002

EDCI 6950: Gender, Culture and Science (doctoral) Fall 2001

EDCI 6990: The Dissertation Process (doctoral) Fall 2000

EDCI 3150: Science methods for elementary teachers: Spring 2000, Fall 2000, Spring 2001, Fall 2001, Spring 2002, Fall 2002, Spring 2003

EDCI 3160: Social studies methods for elementary teachers: Spring 2001, Fall 2001, Fall 2002

EDCI 6250: Current issues and trends in secondary science education: Spring 2000, Spring 2001, Spring 2002, Spring 2003

University of Colorado

EDUC 4513: Education and practice: Spring 1997, Fall 1997

EDUC 3013: Becoming a teacher: Spring 1999

EDCI 4411: Science methods for elementary teachers: Spring 1998, Fall 1998, Spring 1999

**Advising**

Advisement of Masters students, 2000 - present (N=71)

Advisement of Specialist students, 2000 – present (N=8)

Advisement of Doctoral students, 2000 – present, (N=73, see below)

**Doctoral Advisees (Major Advisor, N=22)**

Felisha Dake, Science Education, Oregon State University, current

Heather Garcia, LEEP, Oregon State University, current

Charissa Jones, Science Education, Oregon State University, current

Barbara Ettenauer, LEEP, Oregon State University, current

Karla Hale, Science Education, Oregon State University, current

Faran Saeed, (co-chair with Kathryn Mcintosh), LEEP, Oregon State University, current

Diana Crespo (co-chair with Soria Colomer), LEEP, Oregon State University, current

Kelby Hahn (co-chair with Liz Gire), Science Education, Oregon State University, current

Christina Hylton, Teacher Education, University of Georgia, 2019

Amanda Latimer, Teacher Education, University of Georgia, 2019

Lourdes Cardozo-Gaibisso (co-chair with Ruth Harman), Language and Literacy Education, University of Georgia, 2018

Marsha Francis, Teacher Education, University of Georgia, 2017

Rouhollah Aghasaleh, Middle Grades Education, University of Georgia**,** 2016

Susan Harper, Science Education, University of Georgia, 2016

Shakhnoza Kayumova, Elementary Education, University of Georgia**,** 2015

Anne Haddox, Middle Grades Education, University of Georgia, 2014

Jeremy Edge, Middle Grades Education, University of Georgia**,** 2014

Bobette Bouton, Middle Grades Education, University of Georgia**,** 2014

Regina Suriel (co-chair with Norm Thompson), Science Education, University of Georgia, 2011

Alexandra Santau (co-chair with Okhee Lee), Science Education, University of Miami, 2007

Iris Totten, Science Education, University of New Orleans, 2003

Jane Savage, Science Education, University of New Orleans, 2002

**Doctoral Committee Member (N=51)**

Kirby Schmidt, Agriculture Education, Oregon State University, current

Marcos Cespedes, LEEP, Oregon State University, current

Chelsea Kott, Adult and Higher Education (GCR), Oregon State University, current

Mandy Olsen, LEEP, Oregon State University, current

Nicholas Hagemann, LEEP, Oregon State University, current

Sara Wiger, LEEP, Oregon State University, current

Martha Sandstead, LEEP, Oregon State University, current

Mickie Kumwamba, LEEP, Oregon State University, current

Kelsi Espinoza, LEEP, Oregon State University, current

Marcus Langford, Adult and Higher Education (GCR), Oregon State University, current

Sharanda (Shay) Norman, Adult and Higher Education (GCR), Oregon State University, current

Talal Alajmi, Science Education, Oregon State University, current

Brian Mills, Adult and Higher Education (GCR), Oregon State University, current

Katie Gulliford, Counseling Education (GCR), Oregon State University, current

Chris Mansayon, Adult and Higher Education (GCR), Oregon State University, current

Elyssa Stoddart, Mathematics Education, Oregon State University, current

Megan Brunner, Mathematics Education, Oregon State University, current

Sylvia Valdes-Fernandez, Mathematics Education, Oregon State University, current

Nadine Phillips-Smart, Counselor Education (GCR), Oregon State University, current

Cheryl Hudson, Critical Studies, University of Georgia, current

Eric Scott, Adult and Higher Education (GCR), Oregon State University, 2021

Mehtap Kirmaci, Elementary Education, University of Georgia**,** 2018

Sophia Jeong, Science Education, University of Georgia, 2018

Sung-eun Jung, Elementary Education, University of Georgia**,** 2018

Eun-ji Cho, Elementary Education, University of Georgia**,** 2018

David Pauli, Science Education, University of Georgia, 2017

Jacqueline Pryor, Elementary Education, University of Georgia**,** 2017

Tracy Rackensperger, Social Foundations of Education, University of Georgia, 2017

Rhonda Rackley, Science Education, University of Georgia, 2017

Julie Memler, Science Education, University of Georgia, 2017

Shim Lew, Language and Literacy Education, University of Georgia, 2017

Katie Wester-Neal, Middle Grades Education, University of Georgia, 2017

Allison Regan, Middle Grades Education, University of Georgia, 2016

Max Vazquez Dominguez, Teacher Education, University of Georgia**,** 2016

Heather Rudolph, Science Education, University of Georgia, 2015

Lynda Jenkins, Science Education, University of Georgia, 2015

Toni Avila, Science Education, University of Texas, 2013

Rachel Luther, Science Education, University of Georgia, 2012

Amber Jared, Science Education, University of Georgia, 2011

Charles Elfer, Social Studies Education, University of Georgia, 2011

Rachel Wilson, Science Education, University of Georgia, 2010

Karen Adamson, Mathematics Education, University of Miami, 2008

Marcella Elliot, Mathematics Education, University of Miami, 2007

Nathan Rinnert, Music Education, University of Miami, 2007

Lourinda Crochet, Music Education, University of Miami, 2006

Kelly Parkes, Music Education, University of Miami, 2006

Melissa Lesniak, Music Education, University of Miami, 2005

Linda Blakley, Science Education, University of New Orleans, 2003

Paulette Perrin, Science Education, University of New Orleans, 2001

Li Wang, Educational Technology, University of New Orleans, 2001

Becky Maloney, Science Education, University of New Orleans, 2001

**Masters Degree & Undergraduate Honors Advisees** (Oregon State only)

Megan Van Breemen, Environmental Science, Oregon State University, 2021

Thanh Nguyen, Science Education, Oregon State University, 2021

Jonathan Thurston, Science Education, Oregon State University, 2021

Sean Gargan, Science Education, Oregon State University, 2021

Meredith Apfelbaum, Mechanical Engineering, Oregon State University, 2020

Claire Steele, Science Education, Oregon State University, 2020

Laura Perez, Science Education, Oregon State University, 2020

Hannah Steinmetz, Science Education, Oregon State University, 2020

Brandi Larson, Science Education, Oregon State University, 2020

Kendra Krantz, Science Education, Oregon State University, 2020

MacKensie Lohmolder, Science Education, Oregon State University, 2020

Hannah Royal, Science Education, Oregon State University, 2020

Heather Davis, Science Education, Oregon State University, 2020

Esther Vargas, Honors Thesis, Oregon State University, 2019

Bristol Underwood, Science Education, Oregon State University, 2019

Christopher Schweizer, Science Education, Oregon State University, 2019

Sam Reeves, Science Education, Oregon State University, 2019

**PUBLICATIONS & SCHOLARLY ACTIVITIES (ORCID:** <https://orcid.org/0000-0001-7751-3611>)

**Books Authored & Co-authored:**

7. National Academies of Sciences, Engineering, and Medicine. (2018). *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25182>.

6. Sharma, A. & **Buxton**, C. (2018). *The natural world and science education in the United States*. London, UK: Palgrave. <https://www.palgrave.com/us/book/9783319761855>

5. **Buxton**, C. & Allexsaht-Snider, M. (2016). *Supporting K-12 English language learners in science: Putting research into teaching practice*.New York: Routledge. <https://www.routledge.com/Supporting-K-12-English-Language-Learners-in-Science-Putting-Research/Buxton-Allexsaht-Snider/p/book/9781138961197>

4. **Buxton**, C. & Provenzo, E. (2011). *Place-based science teaching and learning: Activities for teachers.* Thousand Oaks: Sage.

3. **Buxton**, C. & Provenzo, E. (2010). *Teaching science in elementary and middle school: A cognitive and cultural approach. Second Edition.* Thousand Oaks, CA: Sage.

2. Lee, O. & **Buxton**, C. (2010). *Diversity and equity in science education: Theory, research, and practice.* New York: Teachers College Press.

1. **Buxton**, C. & Provenzo, E. (2007). *Teaching science in elementary and middle school: A cognitive and cultural approach.* Thousand Oaks, CA: Sage.

**Books & Journal Special Issues Edited:**

4. **Buxton**, C., & Lee, O. (Section Eds.). (for 2022). *Section on Diversity and Equity in Science Education: Handbook of Research on Science Education, Vol. 3.* New York: Routledge.

3. **Buxton**, C., & Lee, O. (Section Eds.). (2014). *Section on Diversity and Equity in Science Education: Handbook of Research on Science Education, Vol. 2.* New York: Routledge.

2. Lee, O. & **Buxton**, C. (Eds.). (2012). *Theory into Practice: Theme Issue on Diversity and Equity in Science Education, 52*(1)*.*

1. Allexsaht-Snider, M., **Buxton**, C. & Harman, R. (Eds.). (2012). *International Journal of Multicultural Education: Theme Issue on* *Challenging Anti Immigration Discourses in School and Community Contexts, 14*(2)*.* < <http://ijme-journal.org/index.php/ijme/issue/view/23>>

**Peer Reviewed Journal Articles:**

56. **Buxton**, C., McIntosh, K., Ettenauer, B., & Burho, J. (in press, 2022). Teachers strengthening partnerships with multilingual families during the COVID-19 Pandemic. *The Kappan.*

55. Harman, R., Bui, K., Cardozo-Gaibisso, L., Vazquez Dominguez, M., & **Buxton**, C. & Fu, S. (in press, 2022). Systemic functional multimodal discourse analysis: Multimodal composing and civic agency of multilingual youth. *Pedagogies.*

54. Kirmaci, M., **Buxton**, C., & Allexsaht-Snider, M. (2021). A Latina science teacher becoming a dialogic educator: “I’m okay being hated because somebody has to be strong”. *Cultural Studies of Science Education*. <https://doi.org/10.1007/s11422-020-10009-5>

53. Kayumova, S., & **Buxton**, C. (2021). Teacher subjectivities and multiplicities of enactment: Agential realism and the case of science teacher learning and practice with multilingual Latinx students. *Professional Development in Education*, *47*(2-3), 463-477. <https://doi.org/10.1080/19415257.2021.1879225>

52. Harman, R., **Buxton**, C., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (2021). Culturally sustaining systemic functional linguistics praxis in science classrooms. *Language and Education, 35*(2), 106-122. <https://doi.org/10.1080/09500782.2020.1782425>

51. **Buxton**, C. & Caswell, L. (2020). Next generation sheltered instruction to support English learners in secondary science classrooms. *Science Education, 104*(3), 555-580*.* <https://doi.org/10.1002/sce.21569>

50. Cardozo-Gaibisso, L., Kim, S., **Buxton**, C. & Cohen, A. (2019). Thinking beyond the score: Multidimensional analysis of student performance to inform the next generation of science assessments. *Journal of Research in Science Teaching, 57*(6), 856-878*.* <https://doi.org/10.1002/tea.21611>

49. Kirmaci, M., Allexsaht-Snider, M., & **Buxton**, C. (2019). “Being on the other side of the table": Lessons from a community-based science learning program with Latinx families. *Urban Education.*<https://doi.org/10.1177/0042085919877934>

48. **Buxton**, C., Harman, R., Cardozo-Gaibisso, L., Lei, J., Bui, K., & Allexsaht-Snider, M. (2019). Understanding science and language connections: New approaches to assessment with bilingual learners. *Research in Science Education, 49*, 977-988*.* <https://doi.org/10.1007/s11165-019-9846-8> ([https://rdcu.be/bLFk7](http://em.rdcu.be/wf/click?upn=lMZy1lernSJ7apc5DgYM8YNiK3rylv99XFEe2JmeLCU-3D_-2FnvyiEjWnl4a2JqmG2gRxlodnJJeLsvIKSGKrJvWV2Uzp76nUYuGHSvG2SEdisgcixLzzf1GE5K5FIJg4JmQAzI4NOh94EYYCSi-2BFLjeLTS0EXbz7BniFlpkeWpNjAM4lFDZtwIEPvvK61FKy-2BsW1gGCVSHR7ODDCuPKgpnJ9EIwch0-2BR-2Bzqdx-2B8YkYwBBzAarF5e6nTpFDENGKWENrWzuOT6h6yRvOTZfl6hp1HgvmOCkuSRrRmQ-2FeNs5HVLE5S05KFkrzTCegydNL79SsG04Koyp7Ldgrg-2FSi4LxaKDOg-3D))

47. Cardozo-Gaibisso, L., Vazquez Dominguez, M., Allexsaht-Snider, M. & **Buxton**, C. (2018). La escolarización interrumpida: Perspectivas pedagógicas de educadores trabajando con adolescentes bilingües refugiados en Estados Unidos. *Cuadernos de Investigacion, 9*(1). <https://doi.org/10.18861/cied.2018.9.2.2856>

46. Kirmaci, M., **Buxton**, C. & Allexsaht-Snider, M. (2018). Teachers' experiences with Latino families in a science learning context: Empowering teachers through home-school partnerships. *Journal of Family Diversity in Education, 3*(1), 23-47. <http://familydiversityeducation.org/index.php/fdec/article/view/113/130>

45. Vazquez Dominguez, M., Allexsaht-Snider, M. & **Buxton**, C. (2018). Connecting soccer to middle school science: Latino students' passion in learning. *Journal of Latinos and Education. 17*(3), 225-237. <https://doi.org/10.1080/15348431.2017.1319368>

44. Kim, S., Kuak, M., Cardozo-Gaibisso, L., **Buxton**, C. & Cohen, A. (2017). Statistical and qualitative analyses of students’ answers to a constructed response test of science inquiry knowledge. *Journal of Writing Analytics, 1*(1), 82-102*.* <https://journals.colostate.edu/analytics/article/view/120>

43. **Buxton**, C., Harper, S., Payne, D., & Allexsaht-Snider, M. (2017). Using the sociology of associations to rethink STEM education. *Educational Studies, 53*(6), 587-600. <http://dx.doi.org/10.1080/00131946.2017.1369087>

42. Allexsaht-Snider, M., Vazquez Dominguez, M., **Buxton**, C., & Karsli, E. (2017). Figured worlds of immigrant fathers, sons, and daughters in steps to college through science bilingual family workshops. *Gender & Education, 28*, 1-17*.* <https://doi.org/10.1080/09540253.2017.1343936>

41. Kayumova, S., Karsli, E., Allexsaht-Snider, M. & **Buxton**, C. (2015). Latina mothers and daughters: Ways of knowing, being, and becoming in the context of bilingual family science workshops. *Anthropology and Education Quarterly, 46*(3), 260-276*.* <https://doi.org/10.1111/aeq.12106>

40. **Buxton**, C. Allexsaht-Snider, M., Kayumova, S., Aghasaleh, R., Choi, Y., & Cohen, A. (2015). Teacher agency and professional learning: Rethinking fidelity of implementation as multiplicities of enactment. *Journal of Research in Science Teaching, 52*(4), 489-502*.* <https://doi.org/10.1002/tea.21223>

39. Sharma, A. & **Buxton**, C. (2015). Human-nature relationships in school science discourse: A critical discourse analysis of a middle grade science textbook. *Science Education, 99*(2), 260-281*.* <https://doi.org/10.1002/sce.21147>

38. **Buxton**, C., Salinas, A., Mahotiere, M., Lee, O. & Secada, W. G. (2015). Fourth grade English learners’ scientific reasoning complexity, inquiry practices, and content knowledge in home, school and play contexts. *Teachers College Record, 117*(2), 1-36*.*

37**. Buxton**, C., Allexsaht-Snider, M., Kim, S. & Cohen, A. (2014). Potential benefits of bilingual constructed responses science assessments for emergent bilingual learners. *Double Helix, (2)*1, 1-21*.* [*http://qudoublehelixjournal.org/index.php/dh/article/view/31*](http://qudoublehelixjournal.org/index.php/dh/article/view/31)

36. Allexsaht-Snider, M., **Buxton**, C., & Harman, R. (2014). Research and praxis on challenging anti-immigration discourses in school and community contexts. *Norteamérica. 8, 191-217.* <https://doi.org/10.1016/S1870-3550(13)71788-9>

35. Cone, N., **Buxton**, C. A., Mahotiere, M., & Lee, O. (2014). Negotiating a sense of identity in a foreign land: Navigating public school structures and practices that often conflict with Haitian culture and values. *Urban Education, 49*(3), 263-296. <https://doi.org/10.1177/0042085913478619>

34. **Buxton**, C., Kayumova, S., & Allexsaht-Snider, M. (2013). Teacher, researcher and accountability Discourses shaping democratic practices for science teaching in middle schools. *Democracy & Education, 21*(2), article 2. <http://democracyeducationjournal.org/home/vol21/iss2/2/>

33. **Buxton**, C., Allexsaht-Snider, M., Suriel, R. & Gabbitas, B. (2013). Educative assessments for English language learners: The value of increased student writing in science. *International Journal of Foreign Language Teaching,* *8(2),* 31-38.

32. Lee, O. & **Buxton**, C. (2013). Teacher professional development to improve science and literacy achievement of English language learners. *Theory into Practice, 52*(2)*,* 110-117. <https://doi.org/10.1080/00405841.2013.770328>

31**. Buxton**, C., Salinas, A., Mahotiere, M., Lee, O. & Secada, W. G. (2013). Leveraging cultural resources through teacher reasoning: Teachers analyze second language learners’ problem solving in science. *Teaching and Teacher Education, 32*, 31-42*.* <https://doi.org/10.1016/j.tate.2013.01.003>

30. **Buxton**, C., Allexsaht-Snider, M., Suriel, R., Kayumova, S., Choi, Y. (2013). Using Educative Assessments to Support Science Teaching for Middle School English Language Learners. *Journal of Science Teacher Education, 24*(2), 347-366*.* <https://doi.org/10.1007/s10972-012-9329-5>

29. **Buxton**, C. & Lee, O. (2012). Introduction to theme issue on diversity and equity in science education. *Theory into Practice, 52*(1), 1-5.

28. Lee, O. & **Buxton,** C. (2012). Integrating science and English proficiency for English language learners*.* *Theory into Practice, 52*(1), 36-42.

27. Allexsaht-Snider, M., **Buxton**, C. & Harman, R. (2012). Challenging anti-immigration discourses in school and community contexts.*International Journal of Multicultural Education, 14*(2). <https://doi.org/10.18251/ijme.v14i2.649>

26. Lee, O. & **Buxton,** C. (2011). Engaging culturally and linguistically diverse students in learning science*.* *Theory into Practice, 50*(4), 277-284. <https://doi.org/10.1080/00405841.2011.607379>

25. **Buxton**, C. & Provenzo, E. (2011). “Natural philosophy” as a foundation for science education in an age of high-stakes accountability. *School Science and Mathematics, 111*(2), 49-56. <https://doi.org/10.1111/j.1949-8594.2010.00060.x>

24. Lee, O., Penfield, R. D., & **Buxton**, C. (2011). Relationship between “form” and “content” in science writing among English language learners. *Teachers College Record, 113*(7), 1401-1434.

23. **Buxton**, C., Lee, O. & Penfield, R. (2010). Developing English literacy through science instruction. *International Journal of Foreign Language Teaching, 5*(2), 11-14*.*

22. **Buxton,** C. (2010). Social problem solving through science: An approach to critical place-based science teaching and learning. *Equity and Excellence in Education*, *43*(1), 120-135. <https://doi.org/10.1080/10665680903408932>

21. Maerten-Rivera, J., Penfield, R., Myers, N., Lee, O., & **Buxton**, C. (2009). School and teacher predictors of science instruction practices with English language learners in urban elementary schools. *Journal of Women and Minorities in Science and Engineering, 15*(2), 93-118*.* <https://doi.org/10.1615/JWomenMinorScienEng.v15.i2.10>

20. **Buxton**, C. (2009). Science inquiry, academic language and civic engagement. *Democracy and Education, 18*(3), 17-22.

19. Lee, O., Maerten-Rivera, J., **Buxton**, C., Penfield, R. D., & Secada, W. G. (2009). Urban elementary school teachers' perceived knowledge, practices, and organizational supports and barriers in science instruction with English language learners. *Journal of Science Teacher Education, 20(3)*. 263-286. <https://doi.org/10.1007/s10972-009-9133-z>

18. **Buxton**, C., Lee, O., & Mahotiere, M. (2009). The role of language in academic and social transition of Haitian children and their parents to urban U.S. schools. *Bilingual Research Journal, 31(1&2)*, 47-74. <https://doi.org/10.1080/15235880802640573>

17. Lee, O., & **Buxton**, C. (2008). Science curriculum and student diversity: Culture, language, and socioeconomic status. *The Elementary School Journal, 109(2)*, 123-137. <https://doi.org/10.1086/590522>

16. **Buxton**, C., Lee, O. & Santau, A. (2008). Promoting science among English language learners: Professional development for today’s culturally and linguistically diverse classrooms. *Journal of Science Teacher Education 19(5)*, 495-511. <https://doi.org/10.1007/s10972-008-9103-x>

15. **Buxton**, C. & Lee, O. (2007). Bridging the divide between curriculum theory and practice for non-mainstream students in science education. *Journal of Curriculum and Pedagogy, 4(1),* 39-44. <https://doi.org/10.1080/15505170.2007.10411620>

14. Lee, O., Luykx, A., **Buxton**, C., & Shaver, A. (2007). The challenge of altering elementary school teachers’ beliefs and practices regarding linguistic and cultural diversity in science education. *Journal of Research in Science Teaching, 44(9)*, 1269-1291. <https://doi.org/10.1002/tea.20198>

13. **Buxton**, C. (2006). Creating contextually authentic science education in a “low performing” urban elementary school context. *Journal of Research in Science Teaching. 43(7),* 695-721. <https://doi.org/10.1002/tea.20105>

12. Lee, O., **Buxton**, C., Lewis, S. & Carr, K. (2006). Science inquiry and student diversity: Enhanced abilities and continuing difficulties after an instructional intervention. *Journal of Research in Science Teaching. 43(7)*, 607-636. <https://doi.org/10.1002/tea.20141>

11**. Buxton**, C., Carlone, H., & Carlone, D. (2005). Boundary spanners as bridges of student and school discourses in an urban science and math high school. *School Science and Mathematics. 105(6)*, 302-312. <https://doi.org/10.1111/j.1949-8594.2005.tb18131.x>

10. **Buxton**, C. (2005). Creating a culture of academic success in an urban science and math magnet high school. *Science Education, 89(3)*, 392-417. <https://doi.org/10.1002/sce.20057>

9. Hall, F. & **Buxton**, C. (2004). Advancing the REVOLUTION: Using Earth Systems Science to Prepare Elementary School Teachers in an Urban Environment. *Journal of Geoscience Education. 52(4),* 338-344. <https://doi.org/10.5408/1089-9995-52.4.338>

8. **Buxton**, C. & Austin, P. (2003). Better books, better teaching: Evaluating science trade books for good inquiry practices and scientific processes. *Science and Children 41(2)*, 28-32.

7. **Buxton**, C. (2003). Contesting social reproduction of urban adolescents by rethinking “science for all:” A case study. *Journal of Urban Learning, Teaching and Research,* 2003 Yearbook, 21-40.

6. **Buxton**, C. (2001). Feminist science in the case of a reform-minded biology department. *Journal of Women and Minorities in Science and Engineering, 7(3),* 173-199. <https://doi.org/10.1615/JWomenMinorScienEng.v7.i3.10>

5. **Buxton**, C. (2001). Exploring science-literacy-in-practice: Implications for scientific literacy from an anthropological perspective. *Electronic Journal in Science and Literacy Education, 1(1).* <http://sweeneyhall.sjsu.edu/ejlts/>

4. **Buxton**, C. (2001). Modeling science teaching on science practice? Painting a more accurate picture through an ethnographic lab study. *Journal of Research in Science Teaching. 38(4)*, 387-407. <https://doi.org/10.1002/tea.1011>

3. **Buxton**, C. (2000). Designing a model-based methodology for science instruction: Lessons from a bilingual classroom. *Bilingual Research Journal, 23(2&3),* 33-54.

2. Austin, P. & **Buxton**, C. (2000). Science as inquiry. *Booklinks, 10(2)*, 10-15.

1. **Buxton**, C. (1998). Improving the science education of English language learners: Capitalizing on educational reform. *Journal of Women and Minorities in Science and Engineering, 4*(4), 341-369. <https://doi.org/10.1615/JWomenMinorScienEng.v4.i4.30>

**Peer Reviewed Book Chapters :**

18. **Buxton**, C. & Lee, O. (in press, 2022). Multilingual learners in science education*.* In N. Lederman (Ed.). *Handbook of Research on Science Education, Vol. 3.* Routledge.

17. **Buxton**, C. & Hale, K. (in press, 2022). No podemos abandonar las ciencias: Supporting science home learning with multilingual families. In D. Tippins & L. Bryan (Eds.) Case studies in science methods. Routledge.

16. Gimellaro, M., **Buxton**, C., L’Heureux, K., Beaudry, M-C., Ayotte-Beaudet, J-P., Al Ajmi, T. (in press, 2022). Learning to Teach Science from a Contextualized Stance. In J. Luft & M. Jones (Eds.) *Handbook of Research on Science Teacher Education.* Routledge.

15. **Buxton**, C., Harman, R. & Cardozo Gaibisso, L. (in press, 2022). Translanguaging within an integrated framework for multilingual science meaning-making. In A. Jakobsson, P. Nygård Larsson & A. Karlsson (Eds.) *Translanguaging in Science Education.* Springer.

14. **Buxton**, C., Cardozo Gaibisso, L., Xia, Y., & Li, J. (2018). How perspectives from linguistically diverse classrooms can help all students unlock the language of science. In L. Bryan & K. Tobin (Eds.). *13 Questions:  Reframing Education's Conversation: Science.* New York: Peter Lang, 273-291.

13. Bell, P., Suárez, E., **Buxton**, C., Morrison, D., Rodriguez, A., Bang, M., Tzou, C., & Tesoriero, G. (2018). *OpenSciEd design specifications for equitable science instruction for all students.*New York: Carnegie Corporation.

12. Cardozo Gaibisso, L., Allexsaht-Snider, M., & **Buxton**, C. (2017). Curriculum in motion for English language learners in science: Teachers supporting newcomer unaccompanied youth. InL. de Oliveira & K. Campbell Wilcox (Eds). *Teaching Science to English Language Learners: Preparing Pre-Service and In-Service Teachers*. New York: Springer, 7-29.

11. **Buxton**, C., Allexsaht-Snider, M., Hernandez, Y., Aghasaleh, R., Cardozo-Gaibisso, L., & Kirmaci, M. (2016). A design-based model of science teacher professional learning in the LISELL-B project. In A. Oliveira & M. Weinburgh (Eds.). *Science Teacher Preparation in Content-Based Second Language Acquisition*. New York: Springer, 179-196.

10. **Buxton**, C., Allexsaht-Snider, M., Suriel, R., Kayumova, S., Karsli, E., & Aghasaleh, R. (2016). Reassembling science teacher educator professional learning in the LISELL-B project**.** In C. Buxton & M. Allexsaht-Snider (Eds.), *Supporting K-12 English Language Learners in Science:  Putting Research into Teaching Practice*. New York:Routledge, 69-92.

9. Caswell, L., Schwartz, G., Minner, D., Allexsaht-Snider, M., & **Buxton**, C. (2016). Using teacher logs to study project enactment and support professional learning in the LISELL-B project.In C. Buxton & M. Allexsaht-Snider (Eds.), *Supporting K-12 English Language Learners in Science:  Putting Research into Teaching Practice*.New York: Routledge, 93-119.

8. Allexsaht-Snider, M., **Buxton**, C., Hernandez Rodriguez, Y., Cardozo-Gaibisso, L, Cohen, A. & Lu, Z. (2016). Crosscutting findings and recommendations for research and practice in teaching science with emergent bilingual learners. In C. Buxton & M. Allexsaht-Snider (Eds.), *Supporting K-12 English Language Learners in Science:  Putting Research into Teaching Practice*.New York: Routledge, 209-240.

7. **Buxton**, C. & Allexsaht-Snider, M. (2016). Teaching science to emergent bilingual learners: Research and practice at the intersection of science and language learning. In C. Buxton & M. Allexsaht-Snider (Eds.), *Supporting K-12 English Language Learners in Science:  Putting Research into Teaching Practice*.New York: Routledge, 1-12.

6. **Buxton**, C. & Lee, O. (2014). English language learners in science education*.* In N. Lederman & S. Abell (Eds.). *Handbook of Research on Science Education, Vol. 2.* Routledge, 204-222.

5. **Buxton**, C., Allexsaht-Snider, M. & Rivera, C. (2013). Science, language and families: Constructing a model of language-rich science inquiry. In J. Bianchini, V. Atkerson, A. Calebrese Barton, O. Lee, & A. Rodriguez (Eds.). *Moving the equity agenda forward: Equity research, practice and policy in science education.* New York: Springer, 241-259.

4. **Buxton**, C. & Provenzo, E. (2010). Rethinking models of collaboration in critical pedagogy: A response to Stonebanks. In D. Tippins & M. Mueller (Eds.). *Cultural Studies and Environmentalism: The Confluence of EcoJustice, Place-based (Science) Education, and Indigenous Knowledge Systems.* New York: Springer Press, 377-384.

3. **Buxton**, C. & Lee, O. (2010). Fostering scientific reasoning as a strategy to support science learning for ELLs. In D. Senal, C. Senal, & E. Wright (Eds.). *Teaching Science with Hispanic ELLs in K-16 Classrooms*. Charlotte, NC: Information Age Publishing, 11-36.

2. **Buxton**, C. (2006). Assessment in support of contextually authentic inquiry. In M. McMahon, P. Simmons, R. Sommers, D. DeBaets, & F. Crawley (Eds.). *Assessment in Science: Practical Experiences and Education Research*. Arlington, VA: NSTA Press, 173-181.

1. **Buxton**, C. & Hall, F. (2002). Situating gender and science education in the context of a Southern urban elementary school. In Jones, L.S. & Weinberg, M. (Eds.) *Situating Gender and Science Education in Local Contexts*. Fort Worth, TX: Institute of Mathematics, Science, and Technology Education, 17-25.

**Peer-reviewed Policy Briefs, Encyclopedia Entries & Conference Proceedings:**

10. Powell, A., Nielsen, N., Butler, M., **Buxton**, C., Johnson, O., Ketterlin-Geller, L., Stiles, J., McCulloch, C. (2018). *The use of theory in research on broadening participation in PreK–12 STEM education: Information and guidance for prospective DRK–12 grantees.* Waltham, MA: Education Development Center, Inc. Retrieved from http://cadrek12. org/resources/use-theory-research-broadening-participation-prek%E2%80%9312-stem-education-information-and.

9. Powell, A., Nielsen, N., Butler, M., **Buxton**, C., Johnson, O., Ketterlin-Geller, L, McCulloch, C., (2018). *Creating inclusive PreK–12 STEM learning environments.* Waltham, MA: Education Development Center. Retrieved from <http://cadrek12.org/resources/broadening-participation-policy-practice-brief>.

8. **Buxton**, C., Lee, O. & Suárez, E. (2018). *Supporting the equitable participation and learning of emergent multilingual students*. Design specifications for OpenSciEd Initiative. New York: Carnegie Corporation.

7. **Buxton, C.** (2015). Science learning from sociocultural perspectives. In D. Gunstone (Ed.). *Encyclopedia of Science Education*. New York: Springer.

6. **Buxton**, C., Tonso, K., Carlone, H., Johnson, A., & Rahm, J. (2014). *Reimagining cultural forms, ethnographic methods and researcher responsibilities in studying engineering and science learning: Honoring and building on the work of Margaret Eisenhart*. In B. Penuel, S. Jarrow, & K. O’Connor (Eds.), *Proceedings of the 11th International Conference of the Learning Sciences (ICLS), 1332-1341*.

5. Carlson, J., Davis, E.A., & **Buxton**, C. (2014). Curriculum materials and implementation of the Next Generation Science Standards. *Position Statement of the National Association of Research on Science Teaching. <http://www.narst.org/NGSSpapers/curriculum.cfm>*

4. **Buxton**, C. (2009). Sputnik and education/National Defense Education Act of 1958. In E. Provenzo (Ed.) *Encyclopedia of the Social and Cultural Foundations of Education.* Thousand Oaks, CA: Sage Publications.

3. **Buxton**, C., Hall, F., & Speaker, R. (2003). Striving for relevance: Elementary grade teachers exploring uses of technology to promote science learning. In C. Constantinou (Ed.), *Computer Based Learning in Sciences: Proceedings of the Sixth International Conference on Computer Based Learning in Science*, Nicosia, Cyprus, 50-62.

2. Germain-McCarthy, Y., Haggerty, D., **Buxton**, C., & Speaker Jr, R. B. (2003). Crafting the technological solutions in high school science and mathematic teaching and learning: Matthew effects and the digital divide. In *Computer Based Learning in Sciences: Proceedings of the Sixth International Conference on Computer Based Learning in Science*, Nicosia, Cyprus.

1. **Buxton**, C. (2002). Keeping learning complex: Contextually authentic science in an urban elementary school setting. In P. Bell, R. Stevens, & T. Satwicz (Eds.), *Keeping Learning Complex: The Proceedings of the Fifth International Conference of the Learning Sciences (ICLS)*. Mahwah, NJ: Erlbaum. 33-40.

**Monographs, Curriculum Materials & Evaluations:**

11. **Buxton**, C., Allexsaht-Snider, M., & Valencia-Mazanti, C., Latimer, A., Kirmaci, M., Hylton, C., & Bourgillion, R. (2017). *LISELL-B Language of Science Investigation Kit-based Curriculum*. Athens, GA. <https://docs.google.com/document/d/18UIARlxHEO0TXKlGfSQ_zNwFcfKXYau9Qk87M-rOjug/edit?usp=sharing>

10. **Buxton**, C., Allexsaht-Snider, M., & Hernandez Rodriquez, Y. (2016). *LISELL-B Language of Science Investigation Kit Preparation, Use, and Management Handbook*. Athens, GA.

9. **Buxton**, C., Allexsaht-Snider, M., Kayumova, S., Aghasaleh, R., Karsli, E., Vazquez, M., Kim, S., Cohen, A., & Lu, Z. (2015). *Language-rich Inquiry Science with English Language Learners through Biotechnology (LISELL-B) Teachers’ Handbook*. Athens, GA.

8. Provenzo, E. & **Buxton**, C. (2010). *One Water: A Curriculum for Teachers and Students*. Coral Gables, FL: University of Miami. <<http://www.onewater.org/education/curriculum>>

7. **Buxton**, C., Cone, N., Oddone, S., & Lee, O. (2009). *Systems, Order and Organization: Promoting Science among English Language Learners in Middle School (Student Book and Teachers’ Guide).* New York: Carnegie Corporation of New York.

6. **Buxton**, C., Cone, N., & Carr, K. (2007). *Physical and Life Sciences Synthesis: Promoting Science among English Language Learners (Student Book and Teachers’ Guide).* Coral Gables, FL: University of Miami.

5. **Buxton**, C., & Cone, N. (2006). *Earth Systems: Promoting Science among English Language Learners (Student Book and Teachers’ Guide).* Coral Gables, FL: University of Miami.

4. **Buxton**, C., Pickett, L., & Zeiler, B. (2006). *Nature of Matter: Promoting Science among English Language Learners (Student Book and Teachers’ Guide).* Coral Gables, FL: University of Miami.

3. Anderson, R., **Buxton**, C., & Mistler-Jackson, M. (1999). *Evaluation of the ChemQuest program in the context of the third year field test*. Report to the National Science Foundation. Boulder, CO.

2. **Buxton**, C. & Escamilla, K. (1999). Toward a Sociocultural Model of Second Language Acquisition.In *Educating Culturally and Linguistically Diverse Students: A Professional Development Resource Series – Second Language Acquisition.* Boulder, CO: BUENO Center for Multicultural Education

1. **Buxton**, C., de Valenzuela, J.S., & Smith, B. (1999). *Educating Culturally and Linguistically Diverse Students: A Professional Development Resource Series – Second Language Acquisition.* Boulder, CO: BUENO Center for Multicultural Education. <http://128.174.128.220/cgi-bin/clasSearch/viewitem.cgi?id=4008>

**Book Reviews, Editorials & Interviews**:

8. **Buxton**, C. (2020). Helping Future Teachers Prepare to Connect Powerfully with Immigrant Students. *Peace Corps Stories*. <https://www.peacecorps.gov/stories/>

7. **Buxton**, C. (2020, Feb). CADRE Spotlight on LISELL-B: NSF DRK-12 Projects to Support English Learners. <http://cadrek12.org/english-language-learners>

6. **Buxton**, C. (2018, July). Nuevas ideas para mejorar la enseñanza. Interview at Universidad ORT Uruguay through the Fulbright Specialist Program. <https://ie.ort.edu.uy/75976/29/nuevas-ideas-para-mejorar-la-ensenanza.html>

5. **Buxton**, C., et al. (2018, July). *Broadening participation in STEM*. Interview with members of the NSF DRK-12 Broadening Participation Steering Committee. <https://www.youtube.com/watch?v=IBbyNFg29x8>

4. **Buxton**, C. & Allexsaht-Snider, M. (2015, August). The LISELL Project: Promoting equity through explicit focus on the language of science**.** *E-Observations: Newsletter of the Georgia Science Teacher Association.* < http://www.georgiascienceteacher.org/NewsletterOverview1>

3. Allexsaht-Snider, M., **Buxton**, C. & Harman, R. (2014). Continuing to challenge anti-immigration discourses in school and community contexts. Editorial in *International Journal of Multicultural Education. <* [*http://ijme-journal.blogspot.com*](http://ijme-journal.blogspot.com)*>*

2. Lee, O. & **Buxton**, C. (2010). Teaching science to English language learners. *NSTA Reports, 21*(8), 3-4.

1. **Buxton**, C. (2004). Review of *Investigative Pathways: Patterns and Stages in the Careers of Experimental Scientists* by Frederic Lawrence Holmes. *Science Education, 89(1),*168-170.

**Reviews of books written:**

*Reviews of:* Lee, O., & Buxton, C. A. (2010). *Diversity and equity in science education: Theory, research, and practice.*New York, NY: Teachers College Press.

*Note:* This book was part of the *Multicultural Education Series* edited by James A. Bank.

*Reviews:*

Bannier, B. J. (2015). *Cultural Studies of Science Education, 10,* 545-549.

Feinstein, H. (2011). *Science Education, 95*(3), 571-573.

Monhardt, R. (2010). *Teachers College Record*(September 13).

Riendeau, D. (2011). *International Journal of Multicultural Education, 13*(1).

Wellik, J. (2011). *National Science Teachers Association* (posted on 1/24/2011).

**GRANTS & CONTRACTS**

PI: *Language, Culture, and Knowledge-building through Science (LaCuKnoS).* (Francisca Belart; Yanming Di, Susan Rowe Mello (Co-PIs) - $2.5M grant funded by the National Science Foundation, Discovery Research K-12 Program, 2020-2024.

PI: *LISELL Project in Uruguay* - $8K grant from the Fulbright Specialist Program to implement LISELL teacher workshops at Universidad ORT Uruguay, July 2018.

Co-PI: *Research Experiences and Mentoring for Technical College Instructors and Students.* (Krishnendu Roy, PI; Aaron Levine, Co-PI) - $100K grant funded by the National Science Foundation, supplemental award to the CMaT Engineering Research Center (ERC), 2018-2019.

Director of Workforce Education & Institutional Co-PI: *NSF Engineering Research Center for Cell Manufacturing Technologies (CMaT)* (Krishnendu Roy, PI; Steve Stice, Institutional PI) - $19.8M grant funded by the National Science Foundation, Engineering Research Center (ERC) Program, 2017-2022

PI: *Supplemental funding award for Language-Rich Inquiry-based Science for English Language Learners through Biotechnology.* (Martha Allexsaht-Snider, Laura Lu, & Allen Cohen, Co-PIs) - $109K supplemental grant funded by the National Science Foundation, 2017-2018 (award # 1316398-SUP)

PI: *Language-Rich Inquiry-based Science for English Language Learners through Biotechnology (LISELL-B)*. (Martha Allexsaht-Snider, Laura Lu & Allen Cohen, Co-PIs) - $2.7M grant funded by the National Science Foundation, Discovery Research K-12 Program, 2013-2017 (award # 1316398)

Co-PI: *Developing a Framework for Professional Conduct and High Quality in Design-Based Research: Bridging Perspectives from Two Educational Design Fields*. $35K conference grant funded by the American Educational Research Association (TJ Kopcha, PI; Kevin Moore, Co-PI), 2013

Co-PI: *Teaching Science Plus Mathematics to Hispanic English Language Learners (T-SHELL+).* $54K grant funded by the Georgia Teacher Quality Enhancement Grant (Martha Allexsaht-Snider, PI), 2012-2013

PI: *Language-Rich Inquiry-based Science for English Language Learners (LISELL)*. (Martha Allexsaht-Snider & Allen Cohen, Co-PIs) - $515K grant funded by the National Science Foundation, Discovery Research K-12 Program, 2010-2013 (award #1019236)

PI: *Teaching Science to Hispanic English Language Learners Year 2 (T-SHELL2)*. $64K grant funded by the Georgia Teacher Quality Enhancement Grant (Martha Allexsaht-Snider, Co-PI), 2010-2011

PI: *Teaching Science to Hispanic English Language Learners (T-SHELL)*. $42K grant funded by the Georgia Teacher Quality Enhancement Grant (Martha Allexsaht-Snider, Co-PI), 2009-2010

Co-PI: *Steps to College: BHL to UGA through Science* (Martha Allexsaht-Snider, PI) - $23K grant funded by the Hispanic Scholarship Fund, 2008-2011

Co-PI: *Promoting Science among English Language Learners in Middle School* (Okhee Lee, PI) - $50K grant funded by the Carnegie Corporation of New York, 2009.

PI: *Social Problem Solving through Science (SPSS)* - $50K grant funded by the Sherman Fairchild Foundation, 2007-2008

Associate Director: *Promoting Science Among English Language Learners (P-SELL) in a High-Stakes Testing Policy Context* (Okhee Lee, PI) - $4.9M grant funded by the National Science Foundation, Teacher Professional Continuum (TPC) Program, 2004-2009

PI: *Problem-based Technological Tool Use to Mediate Linguistic and Socio-Cultural Challenges to Science and Language Learning for English Language Learners* - $4K grant funded by the University of Miami General Research Support Award, 2004-2005

PI: *Infusing Environmental Health Content into Elementary Pre-Service Teacher Education* - $10K grant funded by Project Succeed Instructional Collaborative, 2003-2004

PI: *Using Artificial Outcrops to Augment Geoscience Education* - $75K grant funded by the National Science Foundation Course, Curriculum & Laboratory Improvement (CCLI) Program, 2002-2004 (award # 0127250)

PI: *Mobile Technology-based Environmental Studies Lab for Pre-service Teachers in Practicum Placements in Local Schools* - $42K grant funded by the University of New Orleans Student Technology Fees Program, 2001

Co-PI: *Earth Systems Science: Developing an Effective Framework for Preparing Preservice K-8 Science Teachers and Strengthening the Link between UNO and the Community* - $93K grant funded by the National Science Foundation Geosciences Directorate, (Frank Hall, PI) 2000 – 2002 (award # 0085392)

**Recognitions and Awards**

*Presenters’ Choice Award* and *Public Choice Award*, National Science Foundation 2019 STEM for All Video Showcase, 2019 <https://stemforall2019.videohall.com/presentations/1362>

*Member, National Academy of Sciences Consensus Panel on Supporting English Learners in STEM Subjects*, National Academies of Sciences Engineering and Medicine, 2017-2018

*Member, Steering Committee on Broadening Participation*, National Science Foundation Community for Advancing Discovery Research in Education (CADRE), 2017-2018

*Bright Spot in Hispanic Education Award*, White House Initiative on Educational Excellence for Hispanics, 2015

*UGA Career Center Student Career Development Award,* University of Georgia, 2015; 2017; 2018

*Fellow, International Society for Design and Development in Education*, 2015

*College of Education Grant Preparation Award,* University of Georgia, 2015

*Athletic Association Endowed Professorship,* University of Georgia, 2014

*College of Education Faculty Research Leave Award,* University of Georgia, 2013

*College of Education Award for Online Program Development,* University of Georgia, 2013

*Provost’s Research Support Award,* University of Georgia, 2013

*UGA Institute for Teaching with Technology Faculty Academy Member,* University of Georgia, 2013

*Fellow, Institute for Interdisciplinary Research in Education and Human Development,* University of Georgia, 2012-2015

*Provost’s Research Support Award,* University of Georgia, 2012

*College of Education Ira B. Aaron Teaching and Collegiality Award,* University of Georgia, 2012

*Provost’s Research Support Award,* University of Georgia, 2011

*Outstanding Paper Award,* Southeast Educational Research Association, 2008

*Summer Research Fellowship,* University of Miami, 2004

*Faculty Teaching with Technology Award,* University of New Orleans, 2001

*Outstanding Doctoral Graduate, School of Education,* University of Colorado at Boulder, 2000

*Title VII Fellowship in Bilingual and Multicultural Education*, U.S. Department of Education, 1998 – 2000

*AAAS/Beller Internship,* American Association for the Advancement of Science, 1997-1998

*Diane Everingham Fellowship for Environmental Science Education,* University of Colorado at Boulder, 1996 – 1997

*Graduate Recruitment Fellowship,* University of Colorado at Boulder, 1996-1997

*U.S. Peace Corps Returned Volunteer Fellowship,* Tulane University, 1992-1994

**Advisory Boards**

Advisory Board, Bilingualtek: An integrated science-language instructional approach for Latino preschoolers.NSF funded project at University of North Carolina, 2021-2024

Advisory Board, The Intersection of Science, Second Language, and Literacy Acquisition (ISSLLA): A Practice-Based, Interdisciplinary Teacher Preparation Program,NSF funded project at University of Central Florida, 2021-2024

Advisory Board, Building Quantitative Capacity in Contextualized STEM Education Research, NSF funded project at Oregon State University, 2019-2022

Advisory Board, Developing Elementary Preservice Teachers' Understandings and Abilities to Support Emerging Bilingual Students Scientific Sensemaking, NSF-funded project at University of Texas, 2020-2025

Advisory Board, Analyzing the Nexus between Advantaged Social Positioning and Science Identity Development Among English Language Learners, NSF-funded project at UMass Dartmouth, 2018-2023

Advisory Board, Applying Automated Analysis to a Learning Progression for Argumentation (Argulex), NSF-funded project at Biological Sciences Curriculum Study (BSCS), Colorado Springs, CO, 2016-2019

Advisory Board, Research Practice Partnership to Improve Elementary English Learners’ Science Learning Experiences, NSF-funded project at SRI & Las Vegas Public Schools, 2015-2017

Advisory Board, STEM Achievement in Baltimore Elementary Schools (Project SABES), NSF-funded project at Johns Hopkins University, 2012-2017

Advisory Board, School Structure and Science Success: Organization and Leadership Influences On Student Achievement (Project SOSA), NSF-funded project at University of Connecticut, 2011 – 2016

Advisory Board, Planning Group for National Science Foundation DRK-12 annual meeting, 2012

Advisory Board, Promoting Science among English Language Learners (P-SELL) Scale-Up, IES project at University of Miami, 2009 - 2012

Advisory Board, Science Teacher Education for Hispanic English Language Learners in the Southeast (SHELLS), NSF-funded project at University of Alabama, 2007-2008

**Editorial & Reviewer Responsibilities**

External Reviewer of promotion and tenure cases for approximately two cases per year, 2010 - present

National Science Foundation Review Panel Member for 1-2 panels per year, 2004 - present

Section Editor (with Okhee Lee), *Handbook of Research on Science Education, Vol. 2*, 2013-2014

Guest Editor (with Martha Allexsaht-Snider & Ruth Harman), *International Journal of Multicultural Education*, Fall 2012 issue

Guest Editor (with Okhee Lee), *Theory Into Practice,* Winter 2012 issue

Associate Editor, *Journal of Research in Science Teaching*, 2007 – 2009

Editorial Board, *Journal of Research in Science Teaching*, 2002 – 2007

Board of Reviewers, *Science Education* (Journal), 2004 – 2006

Manuscript Reviewer, *American Educational Research Journal*, 2004 – present

Manuscript Reviewer, *Review of Educational Research*, 2003 – present

Manuscript Reviewer, *Teachers College Record*, 2009 – present

Manuscript Reviewer, *Journal of Research in Science Teaching*, 2001 – present

Manuscript Reviewer, *Journal of Science Teacher Education*, 2008 – present

Manuscript Reviewer, *Cultural Studies of Science Education*, 2012 – present

Manuscript Reviewer, *Educational Assessment Journal*, 2013 - present

**Conference Papers and Presentations**

(\*\* indicates invited session)

159. **Buxton**, C. A., Well, J., Crespo-Camacho, D., Ettenuaer, B. & Hale, K. (2022). Supporting Science Teachers in the Post-COVID Era: The LaCuKnoS Model. Presentation at the 2022 meeting of the American Educational Research Association (AERA), San Diego, CA.

158. **Buxton**, C. A., McIntosh, K., & Ettenuaer, B. (2022). From Communication to Connection: Multilingual Family Engagement through the COVID-19 Pandemic. Presentation at the 2022 meeting of the American Educational Research Association (AERA), San Diego, CA.

157. Ettenuaer, B., **Buxton**, C. A., & McIntosh, K., (2022). “This is not right!” Teacher’s telling stories about multilingual family engagement during COVID-19. Presentation at the 2022 meeting of the American Educational Research Association (AERA), San Diego, CA.

156. Giamellaro, M., L’Heureux, K., Beaudry, M., Ayotte-Beaudet, J., **Buxton**, C., & Alajmi, T. (2022). Bibliometric Network Analysis in Systematic Landscape Studies: Defining Concentrations of Ideas within the Landscape. Presentation at the 2022 meeting of the American Educational Research Association (AERA), San Diego, CA.

155. Cardozo-Gaibisso, L., Vazquez Dominguez, M., Harman, R., & **Buxton**, C. (2022). En la zona de intercambio: adaptaciones curriculares en un ensamblaje socio-material con estudiantes bilingües Latinos. Presentation at the 2022 meeting of the American Educational Research Association (AERA), San Diego, CA.

154. Harman, R., Cardozo-Gaibisso, L., Vazquez Dominguez, M., & **Buxton**, C. (2022). Culturally sustaining SFL framework for science learning: Multilingual equity in community and school contexts. Presentation at the annual meeting of the American Association for Applied Linguistics in Pittsburgh, Pennsylvania.

153. Cardozo-Gaibisso, L., Vazquez Dominguez, M., Harman, R., & **Buxton**, C. (2022). *In-place negotiations with Latinx bilingual students in science: Challenges and adaptations.* Presentation at the annual meeting of the American Association for Applied Linguistics in Pittsburgh, Pennsylvania.

152. **Buxton**, C. (Nov 2021). *LCT and the LaCuKnoS Project.* Presentation to the Legitimation Code Theory – North America (LCT-NA) Research Meeting (virtual).

151. \*\***Buxton**, C. (June 2021). *Growing and progressing as a mid-career researcher*. Presentation at the NSF Discovery Research K-12 PIs Meeting (virtual).

150. Harman, R., **Buxton**, C., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (Sept, 2021). Culturally sustaining SFL praxis with multilingual learners in science classrooms**.** Presentation at theEuropean Systemic Functional Linguistics Congress (virtual).

149. \*\***Buxton**, C. (2021). *Culturally sustaining science teaching*. Presentation at the Oregon Department of Education Equity in Science Teaching and Learning Symposium (virtual).

148. **Buxton**, C. A., Harman, R., Cardozo-Gaibisso, L., & Bui, K. (2021). *Tools for thinking about the language of science: Science translanguaging and autonomy touring.* AERA Annual Meeting (virtual).

147. Mcintosh, K. E., **Buxton**, C. A., Burho, J., & Ettenauer, B. (2021). *Accepting Responsibility for Teaching All Multilingual Students: Community-School Partnerships during COVID-19.* AERA Annual Meeting (virtual).

146. Giamellaro, M., L’Heureux, K., Beaudry, M., Ayotte-Beaudet, J., AlAjmi, T. & **Buxton**, C.(2021). Preparing Science Educators for Contextualized Instruction. NARST Annual Meeting (virtual).

145. McIntosh, K., **Buxton**, C., Burho, J., Hernandez, L. & Ettenauer, B. (March 2021). *Teachers in the TEAMS Project Strengthening Partnerships with Multilingual Families during the COVID-19 Pandemic.* 2021 Oregon English Learner Alliance Conference. Eugene, OR. (virtual)

144. \*\***Buxton**, C. (January 2021). *How perspectives from linguistically diverse classrooms can help all students unlock the language of science.* Invited talk at the University of Oregon Institute of Ecology & Evolution (virtual).

143. \*\***Buxton**, C. (January 2021). *Framing your preparation to align with contemporary thinking in science education.* Invited talk at the NSF-CADRE Fellows 2021 Virtual Workshop.

142.Harman, R., **Buxton**, C., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (July, 2020). Culturally Sustaining Systemic Functional Linguistics Praxis in Science Classrooms. 2020 meeting of European Systemic Functional Linguistics Congress (ESFLC), London, England. (Conference Canceled).

141. **Buxton**, C. A., Allexsaht-Snider, M. A. & Kirmaci, M. (2020, Apr 17 - 21) *Dialogic Education With Immigrant Families as Resistance to Assimilationist Schooling*. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yx2or8ow> (Conference Canceled).

140. Mcintosh, K. E., **Buxton**, C. A., Hernandez, F. Ettenauer, B., & Vega, E. (2020, Apr 17 - 21) *Community-School Partnerships in the Teaching All Multilingual Students (TEAMS) Project* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/sjr6hlo> (Conference Canceled).

139. **Buxton**, C. A., Harman, R., Cardozo-Gaibisso, L., Jiang, L., Bui, K. & Allexsaht-Snider, M. A. (2020, Apr 17 - 21) *Analyzing Bilingual Science Assessments for Improved Understanding of Science and Language Connections* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/s4fh3jw>(Conference Canceled)

138. Cardozo-Gaibisso, L., Kim, S., **Buxton**, C. A. & Cohen, A. S. (2020, Apr 17 - 21) *Multidimensional Score Analysis: Exploring the Complexity of Bilingual Science Constructed-Response Assessments Through Mixed Methods* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tqf6n3g> (Conference Canceled)

137. **Buxton**, C., McIntosh, K., & Burho, J. (April, 2020). Family-School-Community Partnerships in the Teaching All Multilingual Students (TEAMS) Project. 2020 Roundtable of the International Network on School, Family & Community Partnerships (INET), San Francisco, CA. (Conference Canceled)

136. McIntosh, K., **Buxton**, C., Burho, J., Hernandez, L. & Ettenauer, B. (April, 2020). *Teachers’ agency in multilingual family engagement in the TEAMS project.* 2020 Oregon English Learner Alliance Conference. Eugene, OR. (Conference Canceled)

135. **Buxton**, C., Hale, K., & Ettenauer, B. (October, 2019). *A new framework for multilingual science meaning making.* Presentation at the 2019 meeting of the Oregon Science Teachers Association (OSTA), Eugene, OR.

134. Cardozo-Gaibisso, L., Kim, S., **Buxton**, C. & Cohen, A. (July, 2019). *Thinking beyond the Score with SFL and Text Analysis: Multidimensional Analysis of Student Assessment Performance.* Presentation at the *46th International Systemic Functional Linguistic Congress* (ISFC2019). Santiago, Chile.

133. \*\* **Buxton**, C. (May 2019). *Teacher professional development and family engagement to support English learners in STEM subjects.* Presentation at National Science Teachers Association (NSTA) Virtual Conference on English Learners in STEM Subjects: Contemporary Approaches to Classroom Instruction.

132. Harman, R., **Buxton**, C., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (April 2019). *Culturally Sustaining SFL Praxis as a Reflexive Resource for Analyzing Multilingual Science Meaning Making.* Presentation at the 2019 meeting of the American Association for Applied Linguistics (AAAL). Atlanta, GA.

131. **Buxton**, C., Caswell, L., & Allexsaht-Snider, M. (April 2019). *Next generation sheltered instruction to support English learners in secondary science classrooms.* Presentation at the 2019 meeting of the American Educational Research Association (AERA), Toronto, Canada.

130. Vazquez Dominguez, M., Allexsaht-Snider, M., Cardozo-Gaibisso, L., & **Buxton**, C. (April 2019). *Assemblage theory to study a group of Latino students in science/soccer: Using triggers for learning****.*** Presentation at the 2019 meeting of the American Educational Research Association (AERA), Toronto, Canada.

129. Kirmaci, M., Allexsaht-Snider, M., & **Buxton**, C. (April 2019). *Teachers engaging with Latino families in a science learning context: Lessons learned*. Presentation at the 2019 meeting of the American Educational Research Association (AERA), Toronto, Canada.

128. Sharma, A., **Buxton**, C., Schmeichel, M., & Alvey, E. (April 2019). *Re-conceptualizing science curriculum for a wicked world.* Paper presented at the annual meeting of American Association for the Advancement of Curriculum Studies (AAACS). Toronto, Canada.

127. Ciechenowski, K., **Buxton**, C., Hernandez, L., & Vegas, E. (March 2019). *Community-school partnerships in the TEAMS project.* Presentation at the 2019 Oregon English Learner Alliance Conference. Eugene, OR.

126. **Buxton**, C. (March 2019). *Lessons Learned from STEM Teachers and English Learners in Georgia.* Presentation at the 2019 Oregon English Learner Alliance Conference. Eugene, OR.

125. \*\* **Buxton**, C., Chval, K., & Stephens, A. (Dec 2018). *English learners in STEM subjects: Transforming classrooms, schools, and lives*. Open webinar hosted by the National Academies of Sciences. < <http://bit.ly/EnglishLearnersinSTEM>>

124. \*\***Buxton**, C. (Nov 2018). *Asset-based assessments to support emergent multilingual learners in science.* Presentation at the meeting of Advancing Coherent and Equitable Systems of Science Education (ACESSE 50). Boulder, Colorado.

123. \*\* **Buxton**, C., Harman, R., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (Sept 2018). *Culturally sustaining SFL praxis in science education.* Poster presented at the Workshop on Diversifying and Deepening Engagement and Learning in STEM: Bringing Together Dutch and U.S. Scholars. The Hague, Netherlands.

122. \*\***Buxton**, C. & Cardozo-Gaibisso, L. (July 2018). *Using science investigations to teach disciplinary discourse in EFL classrooms*. Presentation at Universidad ORT, Montevideo, Uruguay.

121. Harman, R., **Buxton**, C., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (July 2018). *Gotta Know the Tune to Riff? Culturally Sustaining SFL Praxis in Science Classrooms.* Presentation at the 2018 meeting of the International Systemic Functional Congress (ISFC). Boston, MA.

120. **Buxton**, C. & Allexsaht-Snider, M. (June 2018). *Broadening participation through enhanced relationships between STEM content and disciplinary language for teaching English Learners.*Presentation at the 2018 NSF Discovery Research K-12 Meeting. Washington, DC.

119. **Buxton**, C., Harman, R., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (April 2018). *Using semantic waves to reconsider teaching the language of science with English learners.* Presentation at the 2018 meeting of the American Educational Research Association (AERA), New York, NY.

118. Cardozo-Gaibisso, L., Vazquez Dominguez, M., Allexsaht-Snider, M., & **Buxton**, C. (April 2018). *La escolarización interrumpida: Perspectivas pedagógicas de educadores trabajando con adolescentes bilingües refugiados en Estados Unidos.* Presentation at the 2018 meeting of the American Educational Research Association (AERA), New York, NY.

117. Kirmaci, M., **Buxton**, C. & Allexsaht-Snider, M. (April 2018). *What Happens When Science Teachers Come Together with Latino Families in a Science Learning Context?* Presentation at the 2018 International Roundtable on School, Family, and Community Partnerships (INET), New York, NY.

116. Kirmaci, M., Allexsaht-Snider, M., & **Buxton**, C. (April 2018). *Reporting Educators’ Experiences Regarding Family-School Interactions with Implications for Best Practices.* Presentation at the 2018 meeting of Society of Professors of Education (SPE), New York, NY.

115. \*\* **Buxton**, C. (March 2018). *Using STEM disciplines to support learning outcomes for English language learners*. Invited presentation at the UGA Superintendents Education Policy Advisory Group, Athens, GA.

114. \*\* **Buxton**, C. (March 2018). *Supporting science teaching and learning for English learners (and all students)*. Invited presentation at Oregon State University, Corvallis, OR.

113. **Buxton**, C. & Cardozo-Gaibisso, L. (March 2018). *Using Science Investigations to Teach the Language of Science*. Presentation at the 2018 Georgia Association of Multilingual & Multicultural Education symposium, Athens, GA.

112. **Buxton**, C. & Fitzpatrick, M. (Jan 2018). *Broadening participation in the CMaT ecosystem*. Presentation at the National Science Foundation INCLUDES Summit. Washington DC.

111. \*\***Buxton**, C. (Nov 2017). *Supporting English learners (and all students) in unlocking the language of science.* Presentation at the University of Georgia Regenerative Bioscience Center Connections Colloquium Series. Athens, GA.

110. **Buxton**, C., Harman, R., Cardozo-Gaibisso, L., Jiang, L. & Bui, K. (Oct 2017) Using SFL and LCT to explore how emergent bilinguals develop scientific language. Paper presented at the 2017 symposium of the North American Systemic Functional Linguistics Graduate Student Association. Athens, GA.

109. \*\***Buxton**, C. (July, 2017). *Problem-based learning using language-rich science investigation kits in the LISELL-B project.* Invited virtual presentation to the Uruguayan Teacher Institute through the Fulbright Specialist Program.

108. Allexsaht-Snider, M., Karsli, E., **Buxton**, C., Vazquez Dominguez, M., Valencia Mazzanti, C., & Mallon, B. (July 2017). *Critical self study: Teacher educators’ roles in fostering teachers’ support for immigrant families in perilous times.* Paper presented at the 2017 meeting of the European Research Network About Parents and Education (ERNAPE), London, England.

107. **Buxton**, C., Harper, S., Payne, D., Hernandez-Rodriguez, Y., & Allexsaht-Snider, M. (April 2017). *Using the sociology of associations to rethink implementation research.* Poster presented at the 2017 meeting of the American Educational Research Association (AERA), San Antonio, TX.

106. Vazquez Dominguez, M., Allexsaht-Snider, M., Latimer, A., & **Buxton**, C. (April 2017). *The architecture of science teaching with Emergent Bilingual Students in middle school.* Presented at the 2017 meeting of the American Educational Research Association (AERA), San Antonio, TX.

105**.** Cardozo-Gaibisso, L., Allexsaht-Snider, M., Vazquez Dominguez, M., Hernandez Rodriquez, Y. & **Buxton**, C. (April 2017). *Teachers on the side of unaccompanied youth: Pedagogical perspectives from science educators.* Presented at the 2017 meeting of the American Educational Research Association (AERA), San Antonio, TX.

104**.** Hernandez Rodriguez, Y., Cardozo-Gaibisso, L., Hylton, C., Latimer, A., Kirmaci, M., Allexsaht-Snider, M. & **Buxton**, C. (Apr, 2017). *Teacher Professional Learning in the LISELL-B Project: Supporting English Learners in the Goals of NGSS.* Poster presented at the 2017 meeting of the American Educational Research Association (AERA), San Antonio, TX.

103. Allexsaht-Snider, M. & **Buxton**, C. (April 2017). *13 Questions: Reframing Education's Conversation for Science.* Paper presented at the 2017 meeting of the National Association of Research in Science Teaching (NARST), San Antonio, TX.

102. \*\* **Buxton**, C. (Mar, 2017). *Constructed response assessments in the LISELL-B project*. Invited presentation at the Advisory Board meeting of the Argulex project. Colorado Springs, CO.

101. \*\* **Buxton**, C. (Jan, 2017). *Supporting English Learners in Science*. Invited presentation at the 26th Meeting of the National Academies of Sciences Board on Science Education. Irvine, CA.

100. \*\* **Buxton**, C. & Allexsaht-Snider, M. (Jan, 2017). *Submitting Successful NSF Proposals.* Presentation for the UGA College of Education Office of Research Seminar Series, Athens, GA.

99. Kim, S., Cardozo-Gaibisso, L., Kuak, M., **Buxton**, C. & Cohen, A. (Jan, 2017). *Statistical and qualitative analyses of students’ answers to a constructed response test of science inquiry knowledge.* Paper presented at the 4th Annual Meeting of the NSF Writing Analytics Conference. St Petersburg, FL.

98**. \*\* Buxton**, C. (June, 2016). *Language-rich inquiry science for English language learners through Biotechnology.* Poster presented at the annual meeting of National Science Foundation Discovery Research K-12 Principal Investigators. Washington, DC.

97. **Buxton,** C., Allexsaht-Snider, M., Hernandez Rodriguez, Y., Cohen, A., Lu, L., Caswell, L., Minner, D., & Schwartz, G. (Apr, 2016). *Supporting emergent bilingual learners in speaking, reading, and writing the language of science investigation practices.* Presented at the 2016 meeting of the American Educational Research Association (AERA), Washington, D.C.

96. Aghasaleh, R., **Buxton**, C., Allexsaht-Snider, M., Latimer, A., & Hylton C. (Apr, 2016). *Adolescent problem posing: What problems do middle school students wish to solve?* Paper presented at the 2016 meeting of the American Educational Research Association (AERA), Washington, D.C.

95**. Buxton,** C. & Allexsaht-Snider, M., Cardozo-Gaibisso, L., Kirmaci, M., Vazquez-Dominguez, M. & Harper, S. (Apr, 2016). *Latino/a students, families, and their teachers reassembling visions of STEM college and career readiness.* Presented at the 2016 meeting of the American Educational Research Association (AERA), Washington, D.C.

94. Hernandez Rodriguez, Y., **Buxton**, C., Allexsaht-Snider, M., Latimer, A., & Aghasaleh, R. (Apr, 2016). *Co-constructing design-based implementation research with science teachers to support emergent bilingual students.* Presented at the 2016 meeting of the American Educational Research Association (AERA), Washington, D.C.

93. Vazquez Dominguez, M., Allexsaht-Snider, M. & **Buxton**, C. (Apr, 2016). *Connecting Latino middle school students’ passion for soccer to science learning in English and Spanish*. Presented at the 2016 meeting of the American Educational Research Association (AERA), Washington, D.C.

92. Kim, M., Cohen, A., Lu, Z., Kim, S., Buxton, C. & Allexsaht-Snider, M. (Apr., 2016). *Speededness in constructed response science assessments.*  Presented at the 2016 meeting of the National Council of Measurement in Education (NCME), Washington, DC.

91. Vazquez Dominguez, M., Allexsaht-Snider, M. & **Buxton**, C. (Apr, 2016). Collaborating with Latino/a families: Interactive learning environments for science learning and college and career aspirations. Paper to be presented at the 2016 meeting of the International Network of Scholars (INET), Washington, D.C.

**90. Buxton**, C., Allexsaht-Snider, M., Lu, L. & Cohen, A. (Mar, 2016). *Language-rich inquiry science with English language learners through Biotechnology*. Poster presented at the University of Georgia College of Education Research Conference. Athens, GA.

89. Vazquez Dominguez, M., Allexsaht-Snider, M. & **Buxton**, C. (Mar, 2016). When the passion for soccer meets science: Latino middle school students playing and learning. Presented at the 2016 meeting of the The Association for the Study of Play. New Brunswick, NJ.

88. **\*\* Buxton,** C. (Feb, 2016). *Publishing NSF-funded research in academic journals.* Invited talk at the NSF-CADRE Fellows 2016 Workshop, Washington, DC.

87. **Buxton,** C. & Allexsaht-Snider, M. (Nov, 2015). *Latino/a students, families, and their teachers challenging, assembling, and owning college and career readiness in science and technology*. Paper presented at the 2015 meeting of the American Anthropological Association (AAA), Denver, CO.

86. **\*\* Buxton**, C., Cardozo-Gaibisso, L., Monreal, M., Li, J., Su, R., Chen, J., & Xia, Y. (Oct, 2015). *Building Upon and Strengthening Family Resources to Support Science Learning.* Workshop presented at Bridging the STEM Educational Gap for Latinos in Georgia Conference at Georgia Institute of Technology.

85. Allexsaht-Snider, M., Kirmaci, M., **Buxton**, C., Aghasaleh, R. & Hernandez-Rodriguez, Y. (Aug 2015). Alternative spaces for science teacher professional learning: Bilingual workshops for immigrant families. Paper presented at the 10th International European Research Network about Parents in Education (ERNAPE) conference in Tromso, Norway.

84. Allexsaht-Snider, M., Vazquez, M., Karsli, E., **Buxton**, C. & Kayumova, S. (Aug 2015). Figured worlds of fathers, sons, and daughters in Steps to College through Science bilingual family workshops. Paper presented at the 10th International European Research Network about Parents in Education (ERNAPE) conference in Tromso, Norway.

83. **\*\* Buxton**, C. & Hudson, C. (May, 2015). *Language rich inquiry science with English language learners.* Presentation at the Clarke County School District 2015 Teacher Institute.

82. **Buxton**, C., Allexsaht-Snider, M., Aghasaleh, R., Kayumova, S., Karsli, E. & Vazquez, M. (2015). *Using actor network theory to reassemble science teacher-educator preparation to promote social justice.* Paper presented at the 2015 meeting of the American Educational Research Association (AERA), Chicago, IL.

81**.** Allexsaht-Snider, M., Karsli, E. & Vazquez, M., **Buxton**, C., & Kayumova, S. (2015). *Latino family engagement in science education: Fathers’ journeys with their Children from middle to high school to college.* Paper presented at the 2015 meeting of the American Educational Research Association (AERA), Chicago, IL.

80. **\*\* Buxton**, C., Allexsaht-Snider, M., Hernandez, Y., & Kim, S. (2015). *Equity-focused implementation of Next Generation Science Standards and Common Core State Standards: Exploring models of hope and possibility.* Invited presentation at the 2015 meeting of the American Educational Research Association (AERA), Chicago, IL.

**79. \*\* Buxton,** C. (Feb, 2015). *Publishing NSF-funded research in academic journals.* Invited talk at the NSF-CADRE Fellows 2015 Workshop, Washington, DC.

**78. \*\* Buxton**, C. (Jan, 2015). *Exploring the language of scientific investigation practices*. Invited talk at the San Francisco Exploratorium, San Francisco, CA.

**77. Buxton**, C. (Sept, 2014). *Talking back to the “ideal” of fidelity of implementation.* Paper presented at the annual meeting of Science Education at the Crossroads, Portland, OR [Available online at www .sciedxroads.org/proceedings2014.html].

**76. \*\* Buxton**, C. (August, 2014). *Language-rich inquiry science for English language learners through Biotechnology.* Poster presented at the annual meeting of National Science Foundation Discovery Research K-12 Principal Investigators. Washington, DC.

**75. Buxton**, C., Tonso, K., Carlone, H., Johnson, A., & Rahm, J. (June, 2014). *Reimagining cultural forms, ethnographic methods and researcher responsibilities in studying engineering and science learning: Honoring and building on the work of Margaret Eisenhart*. Symposium presented at the 11th International Conference of the Learning Sciences (ICLS), Boulder, CO.

74. Aghasaleh, R., **Buxton**, C. & Allexsaht-Snider, M. (May, 2014). *Positivist Science Curriculum and Post-structural Pedagogy: A New Materialist Entanglement.* Paper presented at the 10th Congress of Qualitative Inquiry. Urbana-Champaign.

**73. Buxton,** C., Allexsaht-Snider, M., Aghasaleh, R., Kayumova, S., Choi, Y., Harper, S. & Kim, S. (April, 2014). *Getting to argumentation with English Learners: The intersection of academic language and science inquiry practices.* Paper presented at the 2014 meeting of the American Educational Research Association (AERA), Philadelphia, PA.

72. Kayumova, S., **Buxton**, C. & Allexsaht-Snider, M. (April, 2014). *Am I a science teacher or language arts? The interplay between middle grades science teachers’ subject positioning and actions.* Paper presented at the 2014 meeting of the American Educational Research Association (AERA), Philadelphia, PA.

71. Allexsaht-Snider, M., **Buxton**, C., Kayumova, S., Karsli, E. & Harper, S. (April, 2014). *Appropriating the language of science: Latina/o middle school students, their teachers and their parents.* Paper presented at the 2014 meeting of the American Educational Research Association (AERA), Philadelphia, PA.

70. Kopcha, T., **Buxton**, C. Wilson, B., Klein, J., Leftwich, A., & Reeves, T. (April, 2014). *Questions and Solutions to Issues with Validating and Improving Instructional Theory and Practice in Design-Based Research.* Symposium presented at the 2014 meeting of the American Educational Research Association (AERA), Philadelphia, PA.

**69. \*\*Buxton**, C. (April 2014). *Steps to College through Science, English learners, and the Next Generation Science Standards*. Invited presentation sponsored by OELA at the 2014 annual meeting of the National Science Teachers Association, Boston, MA.

**68. \*\*Buxton**, C. (April 2014). *Family engagement, college and career readiness and the Next Generation Science Standards.* Invited pre-conference workshop session sponsored by OELA at the 2014 annual meeting of the National Science Teachers Association, Boston, MA.

**67. Buxton**, C. (February 2014). *Writing grants for and publishing about interdisciplinary research.* Presentation given at the University of Georgia Interdisciplinary Research Conference, Athens, GA.

**66. \*\* Buxton**, C. (February 2014). *Teaching English learners, science practices and the language of science.* Invited lecture at the Michigan State University CREATE4STEM seminar series. East Lansing, MI.

**65. \*\*Buxton**, C. (November 2013). *Improving the teaching of English language learners in (and beyond) science.* Invited presentation given to the Georgia Superintendents’ Education Policy Advisory Group, Athens, GA.

64. **Buxton**, C. (September 2013). *DBR, Democratic practice and the Discourse of accountability*. Paper presented at the AERA-sponsored conference: Generating a Framework for Standards and Quality in Design-Based Research. Athens, GA.

63. Allexsaht-Snider, M., Karsli, E., Kayumova, S., Harper, S., Vazquez, M., & **Buxton**, C. (September, 2013). *Interactive Learning Spaces for Teachers, Parents, and Immigrant Students Together in Bilingual Steps to College through Science Workshops*. Paper presented at the 9th International European Research Network about Parents in Education (ERNAPE) conference in Lisbon, Portugal.

62. Kayumova, A., **Buxton**, C., Allexsaht-Snider, M., & Karsli, E. (April 2013). *Negotiating, contesting and appropriating identities in hybrid spaces: Pasos hacia la universidad/steps to college.* Paper presented at the 2013 meeting of the American Educational Research Association (AERA), San Francisco, CA.

**61. Buxton**, C., Kayumova, S. & Allexsaht-Snider, M. (April 2013). *Teacher, researcher and accountability Discourses: Creating space for democratic science teaching practices in middle schools.*Paper presented at the 2013 meeting of the American Educational Research Association (AERA), San Francisco, CA.

**60. Buxton**, C. (April 2013). *LISELL project: Exploring a middle path to scale-up research.*Paper presented at the 2013 meeting of the American Educational Research Association (AERA), San Francisco, CA.

59. **Buxton**, C., Allexsaht-Snider, M., Kayumova, S., Aghasaleh, R. & Harper, S. (April 2013). *What classroom observations can and can’t tell us about the implementation of science and language practices in middle school classrooms.* Paper presented at the 2013 meeting of the National Association of Research in Science Teaching, San Jose, Puerto Rico.

**58. Buxton**, C., Allexsaht-Snider, M., Kayumova, S., Karsli, E., Choi, Y., Vazquez, M., Kerr, S., & Aghasaleh, R. (2013). *The Language-rich inquiry science with English language learners Project*. Presentation at the University of Georgia Department of Educational Theory and Practice Brownbag Research Series. Athens, GA.

**57. Buxton**, C., Allexsaht-Snider, M., & Cohen, A. (2013). *Language-rich inquiry science with English language learners*. Poster presented at the University of Georgia College of Education Faculty Research Conference. Athens, GA.

**56. Buxton**, C. (2012). *Mock Job Interview as Final Exam in Teacher Education*. 20/20 Innovation in Teaching Session, UGA College of Education. Athens, GA.

55. Allexsaht-Snider, M., **Buxton**, C., & Harman, R. (2012). *Challenging Anti-Immigration Discourses in School and Community Contexts: Conversation with Editors of Special Issue of International Journal of Multicultural Education.* Paper presented at the 4th Conference on Immigration to the Southeast: Policy Analysis and Conflict Management. Kennesaw, GA.

**54. \*\*Buxton**, C. (2012). *Enhancing equitable science teaching in diverse learning contexts.* Invited keynote address at Texas Department of Education STELLAR Conference, San Marcos, TX.

**53. \*\*Buxton**, C. (2012). *Building upon and strengthening family resources to support science learning*. Invited session at Texas Department of Education STELLAR Conference, San Marcos, TX.

**52. Buxton,** C. & Allexsaht-Snider, M. (2012). *Classroom Tools for Supporting Science Inquiry Practices and Academic Language Development for ELLs*. Feedback session at the annual meeting of National Science Foundation Principal Investigators for Discovery Research K-12 Projects. Washington, D.C.

**51. Buxton**, C., Sharma, A., Allexsaht-Snider, M., & Wester-Neal, K. (2012). *Derrida, Science Education, and Multi-Voiced Writing Across the Epistemological Divide*. Paper presented at the 2012 meeting of the American Educational Research Association (AERA), Vancouver, Canada.

**50. Buxton**, C., Allexsaht-Snider, M., Kayumova, S., Choi, Y., Suriel, R., Bouton, B., & Land, M. (2012). Educative assessments for English language learners: The value of increased student writing in science. Paper presented at the 2012 meeting of the American Educational Research Association (AERA), Vancouver, Canada.

49. Allexsaht-Snider, M., Kayumova. S., Karsli. E., **Buxton**, C. (2012). *Science literacy and college preparedness through bilingual family workshops for middle school English Language Learners*. Paper presented at the 2012 International Network of Scholars (INET) meeting, Vancouver, Canada

48. Allexsaht-Snider, Karsli. E., M., Kayumova. S., **Buxton**, C. (2012). *A bilingual approach to developing English for academic purposes in science and English as a lingua franca with young adolescent immigrants and their families.* Paper presented at the Fifth annual English as a Lingua Franca (ELF5) conference, Istanbul, Turkey.

**47. \*\*Buxton**, C., Corley, W., & Halstead, H. (2012). Language-rich Inquiry science with English language learners. Workshop presented at the 2012 meeting of the National Science Teaching Association, Indianapolis, IN.

46. Sharma, A. & **Buxton**, C. (2012). Representations of the natural and the social in state science standards. Paper presented at the 2012 meeting of the National Association of Research in Science Teaching, Indianapolis, IN.

**45. \*\*Buxton**, C. (2011). Enhancing equitable science teaching in diverse learning contexts. Invited keynote address at Merck Institute for Science Education, July 19, 2011, Princeton, NJ.

**44. \*\*Buxton**, C. (2011). English language learners and a home-grown STEM workforce: The role of teacher education. Invited presentation at U.S. Department of Education Office of English Language Acquisition (OELA) forum on High-Quality STEM Education for English Learners: Best Practices and Current Challenges.July 11, 2011, Washington, DC.

**43. Buxton**, C. (2011). *Derrida, undecidability and science education.* Paper presented at the annual meeting of Science Education at the Crossroads, San Antonio, TX, September 25–27 [Available online at www .sciedxroads.org/proceedings2011.html].

42. Allexsaht-Snider, M. & **Buxton**, C. (2011). Engaging middle school students and families together in bilingual science learning: Can we challenge rising anti-immigrant discourses and open pathways to postsecondary learning? Paper presented at the European Network about Parents in Education (ERNAPE) Conference, Milano, Italy.

41. Sharma, A. & **Buxton**, C. (2011). Contours of environmental action in science education: A critical discourse analysis of a middle grade science textbook. Paper presented at the 2011 meeting of the National Association of Research in Science Teaching, Orlando, FL.

**40. Buxton**, C., Allexsaht-Snider, Suriel, R. & Choi, Y. (2011). *The LISELL Project: Teaching Science to Hispanic English Language Learners*. Paper presented at the 2011 meeting of the American Educational Research Association (AERA), New Orleans, LA.

39. Allexsaht-Snider, M., **Buxton**, C., & Rivera, C. (2011). *Who Knows, How and for What Purposes: Steps-to-College Programs for Latino/a Middle and High School Students, their Families and their Teachers.* Paper presented at the 2011 meeting of the American Educational Research Association (AERA), New Orleans, LA.

**38. Buxton**, C., Allexsaht-Snider, M. & Rivera, C. (2010). *Steps to College Through Science with Hispanic Middle School Students and their Families*. Paper presented at the 2010 meeting of the American Educational Research Association (AERA), Denver, CO.

37. Lee, O., Penfield, R., & **Buxton**, C. (2010).*Relationship between “Form” and “Content” in Science Writing among English Language Learners*. Paper presented at the 2010 meeting of the American Educational Research Association (AERA), Denver, CO.

**36. \*\*Buxton**, C. (2009). *Science inquiry, academic language and civic engagement: Teaching science to English learners.* Invited paper presented at the 2009 meeting of the National Association of Research in Science Teaching, Anaheim, CA.

**35. Buxton**, C., Allexsaht-Snider, M., Rivas, L., Rivera, C. & Neal, A.M. (2009). *Charting a course from middle school to college through science.* Paper presented at the First Triennial Conference on Latino Education and Immigrant Integration. Athens, GA.

**34. Buxton**, C. (2008). *They’re your kids too: Working with teachers new to the challenges of ELLs.* Paper presented at the 2008 Science Education at the Crossroads conference. Alta, Utah.

**33. Buxton**, C. (2008). *Promoting science among English language learners: Professional development for today’s culturally and linguistically diverse classrooms.* Paper presented at the Science Teacher Education for Hispanic English Language Learners in the Southeast (SHELLS) Conference, Birmingham, AL.

32. Maerten-Rivera, J., Penfield, R., Myers, N., **Buxton**, C., & Lee, O. (2008). *Relationship of school and teacher variables to science instruction practices With English-language learners.* Paper presented at the 2008 meeting of the American Educational Research Association (AERA), New York, NY.

**31. \*\*Buxton**, C., Cone, N., & Lee, O. (2008). *Raising the bar on science instruction for ELLs.* Presentation for the New York Department of Education. Bronx, NY.

30. Lee, O., & **Buxton**, C. A. (2007). *Inquiry-based science for English language learners,” at the sixth annual “Preparing ELLs to succeed in the 21st century.* Sponsored by the U.S. Department of Education, Washington, DC.

**29. Buxton**, C. (2007). *Moving from the regressive to a new intersection.* Paper presented at the 2007 Science Education at the Crossroads conference. Amhurst, MA.

**28. \*Buxton**, C., Lee, O., Mahotiere, M., & Secada, W. (2007). *Bringing culture in through the back door: 3rd grade teachers analyze English language learners’ reasoning about measurement.* Paper presented at the 2007 meeting of the American Educational Research Association, Chicago, IL.

27. Maerten-Rivera, J., Lee, O., **Buxton**, C. A., Penfield, R., & Secada, W. G. (2007). *Urban elementary school teachers’ perceived knowledge, practices, and organizational supports and barriers in science instruction with English language learners.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

26. Mahotiere, M., Elliott, M., Santau, A., **Buxton**, C. A., & Lee, O. (2007). *Examining science knowledge and reasoning skills of third grade ELL students.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

**25. Buxton**, C., Mahotiere, M., Lee, O., & Secada, W. (2006). *Third grade English language learners’ reasoning about measurement.* Paper presented at the 2006 meeting of the National Association of Research in Science Teaching, San Francisco, CA.

**24. Buxton**, C. (2006). *The preaching and practice of inquiry in the Classroom*. Paper presented at the 2006 Science Education at the Crossroads conference. Ogden, UT.

**23. Buxton**, C. & Carlone, H. (2005). *The role of boundary spanners in creating new meanings of student, science and school.* Paper presented at the 2005 meeting of the American Educational Research Association, Montreal, QB.

**22. Buxton**, C., Lee, O., Luykx, A., & Shaver, A. (2005). *Elementary teachers’ beliefs and practices regarding linguistic and cultural diversity in science and literacy instruction.* Paper presented at the 2005 meeting of the National Association of Research in Science Teaching, Dallas, TX.

**21. Buxton**, C. & Whatley, A. (2004). *The silencing of research-based teaching practices in a culture of high-stakes accountability.* Paper presented at the 2004 meeting of the American Educational Research Association, San Diego, CA.

**20. Buxton**, C. & Carlone, H. (2004*). The role of boundary spanners in creating new meanings of student, science and education in an urban science and math high school.* Paper presented at the 2004 meeting of the National Association of Research in Science Teaching, Vancouver, BC.

19. Hall, F. & **Buxton**, C. (2003). *Using earth systems science to improve the science and mathematics content and pedagogical skills of pre-service elementary school teachers.* Presentation at the 2003 meeting of the Geological Society of America, San Francisco, CA.

**18. Buxton**, C., Hall, F., & Speaker, R. (2003). *Striving for relevance: elementary grade teachers exploring uses of technology to promote science learning.* Paper presented at the Sixth International Conference On Computer Based Learning in Science, Nicosia, Cyprus.

**17. Buxton**, C. (2003). *Shared responsibility: Working to reconcile meaningful learning and high-stakes accountability in a “low-performing” urban elementary school context.* Paper presented at the 2003 meeting of the American Educational Research Association, Chicago, IL.

**16. Buxton**, C. (2003). *Excellence in science education for all: A science and math high school as an urban site of educational possibility.* Paper presented at the 2003 meeting of the National Association of Research in Science Teaching, Philadelphia, PA.

**15. Buxton**, C. (2002). *Why would I want to do that? Rethinking barriers to recruitment and retention of women in the SMET fields.* Paper presented at the NSF-funded conference: Retaining Women in Early Academic SMET Careers. Iowa State University.

**14. Buxton**, C. & Whatley, A. (2002). *Authentic environmental inquiry model: An approach to integrating science and social studies in under-resourced urban elementary schools in Southeastern Louisiana.* Paper presented at the 2002 meeting of the American Educational Research Association, New Orleans, LA.

**13. Buxton**, C. & Wallace, R. (2002). *Authentic environmental inquiry model: Exploring emergent authenticity in two urban school settings.* Paper presented at the 2002 meeting of the National Association of Research in Science Teaching, New Orleans, LA.

**12. Buxton**, C. (2002). *Using technology to help pre-service teachers construct authentic meanings of science.* Presentation at the 2002 Technology in Higher Education Forum, Louisiana State University, Baton Rouge, LA.

**11. Buxton**, C. (2002). *Exploring emergent authenticity in two urban school settings.* Presentation for the University of New Orleans Spring 2002 Honors Research Colloquium, New Orleans, LA.

**10. Buxton**, C. (2001). *Authentic for whom? Scientific inquiry, environmental studies and girls of urban poverty*. Presentation at the University of New Orleans, Fall 2001 Women’s Studies Lecture Series, New Orleans, LA.

**9. Buxton**, C. (2001). *The importance of context in creating change: The case of a reform-minded biology department*. Paper presented at the 2001 meeting of the National Association of Research in Science Teaching, St. Louis, MO.

**8. Buxton**, C. (2001). *Rethinking “authentic” science learning: Context, agency and feminist science in the case of a reform-minded biology department*. Paper presented at the Southwest Educational Research Association Conference, February 1, 2001, New Orleans, LA.

**7. \*Buxton**, C. (2000). *Gender equity in theory and practice: Exploring localized meanings of science and scientist.* Paper presented at the 2000 meeting of the National Association of Research in Science Teaching, New Orleans, LA.

6. Chavez, R., **Buxton**, C. & DeNicolo, C. (2000). *Family empowerment and second language acquisition.* Paper presented at the 2000 meeting of the National Association of Bilingual Education, San Antonio, TX.

**5. Buxton**, C. (1999). *Implementing a sociocultural model of second language acquisition*. Workshop presented at the 1999 meeting of the Colorado Association of Bilingual Education, Breckenridge, Colorado.

**4. Buxton**, C. (1999). *Of mice and men: How to succeed in molecular biology.* Paper presented at the 1999 meeting of the National Association of Research in Science Teaching, Boston, MA.

**3. Buxton**, C. (1999). *Creating a language of instruction for successful model-based elementary science learning: Lessons from a bilingual classroom.* Paper presented at the 1999 meeting of the National Association of Bilingual Education, Denver, CO.

**2. Buxton**, C. (1998). *Computer modeling as a vehicle for cross-culturally compatible elementary science.* Paper presented at the 1998 meeting of the National Association of Research in Science Teaching, San Diego, CA.

1. Robinson, C. & **Buxton**, C. (1998). *Students developing concepts of science and models, and their attitudes: An uneasy tension?* Paper presented at the 1998 meeting of the National Association of Research in Science Teaching, San Diego, CA.

**SERVICE**

**Public & Community Service**

* The Farmette Project, food giving and community organizing project, Corvallis, OR, 2020 -
* U-LEAD Athens community tutor and scholarship fundraiser, 2015-2018
* District Science Fair Judge, Clarke County Schools, 2011-2017
* Co-Director of UGA Summer STEM Academy, Athens, GA, 2009, 2010, 2011
* Professor in Residence, F.S. Tucker Elementary School, Coconut Grove, FL, 2003 – 2004
* Event Captain, Write it- Do it, Louisiana Science Olympiad, 2000 – 2003
* Peace Corps Volunteer, Santa Rosa de Lima, Guatemala, 1989 – 1992

**Service to Professional Organizations**

Member, AERA Division K Legacy Award Selection Committee, 2019-2020

Member, National Academies of Sciences Panel on Supporting English Learners in STEM Subjects, 2017-2018

Member, Steering Committee on Broadening Participation in Discovery Research K-12 Programs, National Science Foundation, 2017-2018

Member, External Review Committee, University of Miami School of Education, Miami, FL, 2018

Committee Member, AERA Division K Mid-Career Award Committee, 2016

Co-Design Team, Developing English Learners’ Identities through Engagement in Scientific Practices, NSF-funded project in Las Vegas Public Schools, 2013

Technical Working Group, Feasibility and Design Work for an Impact Evaluation of STEM Instruction for English Language Learners (ED-IES-11-C-0071), 2011

Expert External Reviewer, Next Generation Science Standards, National Research Council & National Science Teachers Association, 2011 – 2012

Early Career Award Committee: American Educational Research Association, Division G – Social Context of Education, 2010-2011

Section Chair: Section 4 (Science), American Educational Research Association, Division C – Learning and Instruction, 2007-2008

Program Committee Strand Coordinator, National Association of Research in Science Teaching, 2005 – 2007

Grant Proposal Reviewer, National Science Foundation, 2004 – present

Proposal Reviewer, American Educational Research Association Annual Meeting, 2001 - present

National Association of Research on Science Teaching Outstanding Paper Award Committee, 2002 – 2005

**Institutional Service**

**Oregon State University** (2018 – present)

Program Chair, Education Undergraduate Program (Double Degree), 2019 – present

Program Chair, Science and Mathematics Education MS Program, 2018 – present

Chair, College of Education Research & Scholarship Governance Committee, 2021-present; 2018-19

College of Education Promotion and Tenure Committee, 2018-present

Core Team Member, Engineering, Design & Society Initiative, 2019 – present

Promotion and Tenure Mentoring Committee, Agricultural Education, 2020-present

Program Chair, Education PhD Program, 2018 – 19

Faculty Search Committee Chair, Elementary Education, 2021

College of Education Dean Search Committee, 2019-21

College of Education Teaching Governance Committee, 2019- 2021

College of Education Representative at OSU State of the University Day, 2020

Graduate School Frolander Award Committee for Outstanding GTA, 2019-20

Faculty Search Committee Co-Chair, Mathematics Education, 2018-19

**University of Georgia** (2008-2018)

Selection Committee for Athletic Association Endowed Professorship in College of Family and Consumer Science, 2017

COE Early Career Faculty Grant Program Selection Committee, 2014, 2015, 2018

COE Search Committee for Director of Office of School Engagement, 2017-18

COE Doctoral Research Fellowship Awards Committee, 2016-18

ETAP Faculty Awards Committee, College of Education, 2015-17

COE Faculty Promotion and Tenure Review Committee, College of Education, 2014-16

COE Working group on Promoting NSF funding, 2015-17

COE Search Committee for Director of Development, College of Education, 2015

Early Childhood MAT admissions committee, College of Education, 2015-18

COE Research Enhancement Committee, College of Education, 2014-15

ETAP Department Head Search Committee, College of Education, 2014-15

COE Faculty & Graduate Student Research Conference Planning Committee, College of Education, 2013-15

COE Research Advisory Board, College of Education, 2013 -15

Post-Tenure Review Committees: Todd Dinkelman (2011), Andrew Gitlin (2015), Joe Tobin (2016)

Junior Faculty Mentoring Committees: Hilary Hughes (2014 – 2017); Amy Murphy (2015 – 2018)

Advisory Board Member, Clarke County School District-UGA Teach to Learn Grant, 2012-2014

Graduate Programs Committee, Department of Elementary and Social Studies Education, 2012 – 2016

Program Chair, Middle School Education Program, College of Education, 2010 – 2013

Proposal Reviewer, Georgia Teacher Quality Enhancement Grants, 2011 – 2013

Graduate Admissions Committee, Department of Elementary and Social Studies Education, 2010 – 12

Graduate Comps Review Committee, Department of Elementary and Social Studies Education, 2009 - 14

Student Awards Committee, Department of Elementary and Social Studies Education, 2010 – 12

Student Technology Fee Advisory Committee, College of Education, 2009 – 2013

Departmental Committee on Diversity, Department of Elementary and Social Studies Education, 2008 – 10

**University of Miami** (2003-2008)

Program Chair, Elementary Education Program (undergraduate and masters), Department of Teaching and Learning, 2007 – 2008

Advisory Board, University of Miami On-Line High School (UMOHS), 2006 – 2008

University Research Council, 2007 – 2008

University Senate, School of Education Member, 2007 – 2008

School of Education Strategic Planning Committee, Undergraduate Education, 2007 – 2008

School of Education Technology Committee, 2006 – 2008

Advisor, Masters of Elementary Education Degree Program, School of Education, 2004 – 2008

School of Education School Council, 2004 – 2007

Elementary Education Committee, Department of Teaching and Learning, 2003 – 2008

Professor in Residence, F.S. Tucker Elementary School, Coconut Grove, FL, 2003 – 2004

**University of New Orleans** (2000-2003)

Teacher Quality Education Task Force, College of Education, 2000 – 2003

Chair, College of Education Committee on Organized Research, 2001 – 2002

College of Education Teacher Education Redesign Committee, 2000 – 2003

College of Education Professional Development Schools Design Committee, 2000 - 2001

College of Education Strategic Technology Planning & Implementation Group, 2000-2002

State of Louisiana PreK-16+ Consortium on Science Education, 2000-- 2002

Search Committee Chair for Professional Practice Faculty (Science, Math & Elementary Positions), Department of Curriculum and Instruction, 2001 – 2002

Chair, Grade Appeals Committee, College of Education, 2001 – 2002

Excellence in Teaching Awards Selection Committee, University Committee, 2000 – 2001