

Heidi Carlone

Curriculum Vitae (September 2015)

Business Address

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I. Education

2000	Ph.D. Curriculum and Instruction	University of Colorado, Boulder
	Title of dissertation: The cultural production of “science” and “scientist” in high school physics: Girls’ access, participation, and resistance Co-chairs: Ronald Anderson and Margaret Eisenhart	
1991	B.S. Science Education	North Carolina State University

II. Professional Appointments

2015-present	Professor, Science Education The University of North Carolina at Greensboro (UNCG)
2007 - 2015	Associate Professor, Science Education, UNCG
2000-2007	Assistant Professor, Science Education, UNCG
1995-2000	Graduate Instructor, University of Colorado at Boulder, School of Education
1995-2000	Graduate Research Assistant, University of Colorado at Boulder, School of Education
1991-1995	High School Science Teacher, Athens Drive High School, Raleigh, NC

III. Publications

Peer Reviewed Articles Published

1. **Carlone, H.B.**, Huffling, L.D., Tomasek, T., Hegedus, T.A., Matthews, C.E, Allen, M.H., & Ash, M.C. (2015). ‘Unthinkable’ selves: Identity boundary work in a summer field ecology enrichment program for diverse youth. *International Journal of Science Education*, 37(10), 1524-1546.

2. **Carlone, H.B.**, Webb, A., Archer, L., & Taylor, M. (2015). What kind of boy does science? A critical perspective on the science trajectories of four scientifically talented boys. *Science Education*, 99(3), 438-464.
3. **Carlone, H.B.**, Johnson, A.C., & Scott, C.M. (2015). Agency amidst formidable structures: How girls perform gender in science class. *Journal of Research in Science Teaching*, 52(4), 474-488.
4. **Carlone, H.B.**, Scott, C., & Lowder, C. (2014). Becoming (less) scientific: A longitudinal study of students' identity work from elementary to middle school science. *Journal of Research in Science Teaching*, 51(7), 836-869.
5. **Carlone, H.** & Smithenry, D. (2014). Creating a "we" culture: Strategies to ensure all students connect with science. *Science & Children*, 52(3), 66-71.
6. Huffling, L., Tomasek, T., Matthews, C., Benavides, A., **Carlone, H.**, & Hegedus, T. (2014). Using mobile devices in field science: A herpetology research experience to build students' 21st-century skills. *The Science Teacher*, 81(6), 35-40.
7. Parsons, E.C., & **Carlone, H.B.** (2013). Culture and science education in the 21st century: Extending and making the cultural box more inclusive. *Journal of Research in Science Teaching*, 50(1), 1-11.
8. Brandt, C. & **Carlone, H.B.** (2012). Ethnographies of science education: Situated practices of science learning for social/political transformation. *Ethnography and Education*, 7(2).
9. **Carlone, H.**, & Johnson, A. (2012). Unpacking 'culture' in cultural studies of science education: Cultural difference versus cultural production. *Ethnography and Education*, 7(2), 151-173.
10. **Carlone, H.B.**, Haun-Frank, J., & Webb, A. (2011). Assessing equity beyond knowledge- and skills-based outcomes: A comparative ethnography of two fourth-grade reform-based science classrooms. *Journal of Research in Science Teaching*, 48(5), 459-485.
11. Johnson, A., Brown, J., **Carlone, H.**, & Cuevas, A.K. (2011). Authoring identity amidst the treacherous terrain of science: A multiracial feminist examination of the journeys of three women of color in science. *Journal of Research in Science Teaching*, 48(4), 339-366.
12. Bettez, S.C., Rockford Aguilar-Valdez, J., **Carlone, H.B.**, & Cooper, J.E. (2011). On negotiating white science: A call for cultural relevance and critical reflexivity. *Cultural Studies of Science Education*, 6, 941-950, DOI 10.1007/s11422-011-9355-1.
13. **Carlone, H.B.**, Haun-Frank, J., & Kimmel, S. (2010). Tempered radicals: Elementary teachers' narratives of teaching science within and against prevailing meanings of schooling. *Cultural Studies of Science Education*, 5(4), 941-964.
14. **Carlone, H.B.**, Kimmel, S., & Tschida, C. (2010). A rural, math, science, and technology elementary school tangled up in global networks of practice. *Cultural Studies of Science Education*, 5(2), 447-476.
15. Brandt, C., Shumar, W., Hammond, L., **Carlone, H.**, Kimmel, S., & Tschida, C. (2010). Habitus, social fields, and circuits in rural science education. *Cultural Studies of Science*

Education, 5(2), 477-493.

16. **Carlone, H.B.** & Johnson, A. (2007). Understanding the science experiences of women of color: Science identity as an analytic lens. *Journal of Research in Science Teaching*, 44 (8), 1187-1218.
17. **Carlone, H.B.** & Webb, S. M. (2006). On (not) overcoming our history of hierarchy: Complexities of university/school collaboration. *Science Education*, 90(3), 544-568.
18. Buxton, C., **Carlone, H.B.**, & 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.
19. **Carlone, H.B.** (2004). The cultural production of science in reform-based physics: Girls' access, participation, and resistance. *Journal of Research in Science Teaching*, 41(4), 392-414.
20. **Carlone, H.B.** (2003). Innovative science within and against a culture of "achievement." *Science Education*, 87, 307-328.
21. **Carlone, H.B.** (2003). (Re)Producing good science students: Girls' participation in high school physics. *Journal of Women and Minorities in Science and Engineering*, 9, 17-34.
22. Strahan, D., **Carlone, H.**, Horn, S., Dallas, F., & Ware, A. (2003). Beating the odds at Archer Elementary School: Developing a shared stance toward learning. *Journal of Curriculum and Supervision*, 18, 204-221.
23. Helms, J.V. & **Carlone, H.B.** (1999). Science education and the commonplaces of science. *Science Education*, 83, 233-245.
24. Genter, M.B., Owens, D.M., **Carlone, H.B.**, & Crofton, K.M. (1996). Characterization of olfactory deficits in the rat following administration of 2, 6-dichlorobenzonitrile (dichlobenil), 3, 3'-iminodipropionitrile, or methimazole. *Fundamental and Applied Toxicology*, 29(1), 71-77.

Peer-Reviewed Articles Submitted (in press or under review)

1. Ash, M., **Carlone, H.B.**, & Matthews, C.E. (in press). Almost a herpetologist: The iterative influence of four Lumbee male high school students on an informal summer herpetological research field experience. Submitted to the *Journal of American Indian Education*.
2. **Carlone, H.B.**, Hegedus, T., Huffling, L., Matthews, C., Tomasek, T., Bellas, T., & Benavides, A. (under review). Being "smart" and being "me": Diverse youths' identity positioning during a summer field ecology enrichment program.
3. Huffling, L., **Carlone, H.B.**, & Benavides, A., (in press). Re-inhabiting place in contemporary rural communities: Moving toward a critical pedagogy of place. *Cultural Studies of Science Education*.
4. **Carlone, H.B.**, Benavides, A., Huffling, L., Journell, W., Matthews, C., & Tomasek, T. (under review). "A green and sandy, muddy blue-sky book": Contesting neoliberalism with field ecology.

Edited Books

1. Brandt, C., & **Carlone, H.B.** (2014). *Ethnographies of science education: Situated practices of science learning for social/political transformation*. New York, NY: Routledge. (Republished as part of Routledge's Special Issues as Books).

Book Chapters

1. **Carlone, H.** & Tan, E. (2015). Identity. In R. Gunstone (Ed.). *Encyclopedia of Science Education*, pp 476-479. New York, NY: Springer.
2. Archer, L., & **Carlone, H.** (2015). Feminism and science education. In R. Gunstone (Ed.). *Encyclopedia of Science Education*, pp. 430-432. New York, NY: Springer.
3. **Carlone, H.B.**, Johnson, A., & Eisenhart, M.A. (2014). Cultural perspectives in science education. In N. Lederman & S.K. Abell (Eds.). *Handbook of Research in Science Education (2nd edition)* (pp. 2069-2135). New York: Routledge.
4. Jimenez, B., & **Carlone, H.B.** (2014). Chapter ten: Science as inquiry. In D. Browder, & F. Spooner, F. (Eds). *More Language Arts, Math, and Science for Students with Severe Disabilities* (pp. 195-213). Baltimore, MD: Paul H. Brookes.
5. **Carlone, H.**, & Johnson, A. (2014). Unpacking 'culture' in cultural studies of science education: Cultural difference versus cultural production. In C.B. Brandt & H.B. Carlone (Eds.). *Ethnographies of science education: Situated practices of science learning for social/political transformation* (pp. 9-32). New York: Routledge. (Re-print as part of Routledge Special Issue book series).
6. Brandt, C.B., & **Carlone, H.** (2014). Introduction: Ethnographies of science education: Situated practices of science learning for social/political transformation. In C.B., Brandt & H.B., Carlone (Eds.). *Ethnographies of science education: Situated practices of science learning for social/political transformation* (pp. 1-8). New York: Routledge. (Re-print as part of Routledge Special Issue book series).
7. **Carlone, H.B.** (2012). Methodological considerations for studying identities in school science: An anthropological approach. In M. Varelas (Ed.), *Identity construction and science education research: Learning, teaching, and being in multiple contexts* (pp. 9-26). Rotterdam, Netherlands: Sense Publishers.
8. Strahan, D., **Carlone, H.**, Horn, S., Dallas, F., & Ware, A. (2005). Developing a shared stance toward learning at Central Elementary School. In: Ponder, G. & Strahan, D. (Eds). *Deep change: Cases and commentary on reform in high stakes states* (pp. 47-64). Greenwich, CT: Information Age Publishing.

Book Chapters Accepted

1. Tomasek, T.M., Huffling, L.D., Matthews, C.E., & **Carlone, H.B.** (accepted). *Diverse youth connect to their communities and contribute to science through research service-learning*. In J. Newman & D. Sunal (Eds.). *Research-based science and service-learning*. Greenwich, CT: Information Age Publishing.

Book Reviews

1. **Carlone, H.B.** (2006). Review of *Science education for everyday life: Evidence-based practice* by Glen S. Aikenhead. *Science Education*, 90(6), 1144-1146.

Refereed Conference Proceedings

1. **Carlone, H.B.** (2014). Out-of-school science as resource for improving in-school science: Possible? Desirable? In J. Settlage & A. Johnston (Eds.), *Proceedings of the Science Education at the Crossroads Conference*. Portland, OR. (Available online here: <http://www.sciedxroads.org/proceedings.html>)
2. Buxton, C., Tonso, K.L., **Carlone, H.**, Johnson, A.C., & 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 J.L. Polman, E.A. Kyza, D.K. O'Neill, I. Tabak, W.R. Penuel, A.S. Jurow, K. O'Connor, T. Lee, and L. D'Amico (Eds.). *Learning and becoming in practice: The international Conference of the Learning Sciences (ICLS) 2014, Volume 3* (pp. 1332-1341). Boulder, CO: International Society of the Learning Sciences. Available online here: <http://www.isls.org/icls2014/Proceedings.html>
3. Hegedus, T., **Carlone, H.B.**, & Carter, A. (2014). Shifts in the cultural production of "smartness" through engineering in elementary classrooms. *Proceedings of the annual meeting of the American Society of Engineering Education*. Indianapolis, IN. Available online here: <http://www.asee.org/search/proceedings>
4. **Carlone, H.** (2011). A little more clarity amidst a little less chaos: Embarking on my first book project. In J. Settlage, A. Johnston, S. Dotger & R. Ceglie (Eds.), *Proceedings of the Science Education at the Crossroads Conference*. San Antonio, TX. [Available online at <http://www.sciedxroads.org/proceedings2011.html>].
5. **Carlone, H.** (2009). Disrupting pipeline ideology by embracing hybridity: A plan for an out-of-school science program. In A. Johnston & J. Settlage (Eds.), *Proceedings of the Science Education at the Crossroads Conference*. Portland, OR: National Science Foundation [Available online at <http://www.sciedxroads.org/proceedings2009.html>].
6. **Carlone, H.**, Cook, M., Wong, J., Sandoval, W.A., Calabrese Barton, A., Tan, E., & Brickhouse, N. (2008). Seeing and supporting identity development in science education. In *International perspectives in the learning sciences: Creating a learning world. Proceedings of the 8th annual meeting of the International Conference of the Learning Sciences, Volume 3*, 214-220. [Available online at <http://www.lulu.com>]
7. **Carlone, H.** (2008). If we build it better, will they come? A proposal for doctoral science education. In A. Johnston & J. Settlage (Eds.), *Proceedings of the Science Education at the Crossroads Conference*. Alta, UT. [Available online at <http://www.sciedxroads.org/proceedings2008.html>].
8. **Carlone, H.** (2007). Defining my post-tenure self within and against the historically worn grooves of academia. In A. Johnston & J. Settlage (Eds.), *Proceedings of the Science Education at the Crossroads Conference*. Amherst, MA. [Available online at <http://www.sciedxroads.org/proceedings2007.html>].

9. **Carlone, H.** (2006). Whither science learning as identity transformation? Theory into practice. In A. Johnston & J. Settlage (Eds.), *Proceedings of the Science Education at the Crossroads Conference*. Ogden, UT. [Available online at <http://www.sciedxroads.org/proceedings2006.html>].
10. **Carlone, H.** (2005). Science identity in science education: Possibilities and complexities. In A. Johnston & J. Settlage (Eds.), *Proceedings of the Science Education at the Crossroads Conference*. Storrs, CT. [Available online at <http://www.sciedxroads.org/proceedings2005.html>].
11. **Carlone, H.** & Bowen, M. (2003). The fallacy of “authentic” science classrooms: Missing aspects of practicing science communities. In *Proceedings of the 2003 7th International History, Philosophy & Science Teaching Conference*, Winnipeg, Canada.

Non-Refereed Publications and Reports

1. **Carlone, H.B.** (2013). Commentaries on seminal works for the 50th virtual issue of the *Journal of Research in Science Teaching*. Accessible here: http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291098-2736/homepage/50th_anniversary_virtual_issue.htm
2. **Carlone, H.B.** (2012). CAREER: A study of pedagogical practices and the development of students’ science identities. Project Outcomes Report for the General Public. National Science Foundation. Award #0546078.
3. **Carlone, H.B.** & Horn, S. (2002). Results from Archer Elementary School. In Strahan, D. (Ed.), *Achieving success in the North Carolina Lighthouse Schools: Patterns of performance in elementary schools that have beaten the odds, Phase two report*, pp. 44-68, Chapel Hill, NC: Principals’ Executive Program.

Manuscripts in Preparation

1. **Carlone, H.B.**, Johnson, A., Enfield, M., & Haun-Frank, J. (in preparation). P/power as an analytic lens: Uses of time and space in two diverse elementary science classrooms.
2. **Carlone, H.B.**, Benavides, A., Hegedus, T., Varner, L., & Matthews, C. (in preparation). Minimizing power differentials in a summer field ecology enrichment program for diverse youth.
3. **Carlone, H.B.**, Hegedus, T., Martin, M., Lancaster, M., & Carter, A. (in preparation). Shifts in the cultural meanings of “smartness” in elementary engineering classrooms.
4. **Carlone, H.B.**, Benavides, A., Huffling, L., Matthews, C.E., & Ash, M. (in preparation). Diverse youths’ narratives of learning and becoming during a field ecology summer enrichment program.

IV. Presentations

Presentations at National Conferences

1. **Carlone, H.B.**, Benavides, A., Hegedus, T., Huffling, L., Matthews, C., & Tomasek, T. (April 2015). *Youths' identity work in The HERP Project: Re-thinking cultural relevance, smartness, and boundaries*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.
2. **Carlone, H.B.**, Hegedus, T., Martin, M., & Carter, A. (April 2015). Shifting cultural meanings of "smartness" through engineering in high-needs elementary schools. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.
3. **Carlone, H.B.**, & Johnson, A. (June 2014). *Learning science at the intersections of race, class, and gender: A longitudinal study of girls negotiating what it means to "be scientific"*. Presentation at the 11th annual meeting of the International Conference of the Learning Sciences, Boulder, CO.
4. Hegedus, T., **Carlone, H.B.**, & Carter, A. (June 2014). *Shifts in the cultural production of "smartness" through engineering in elementary classrooms*. Poster presented at the annual meeting of the American Society of Engineering Education, Indianapolis, Indiana.
5. **Carlone, H.B.** (April 2014). *Structure vs. agency: Must structure always win?* Paper presented at the Annual meeting of the National Association for Research in Science Teaching, Pittsburgh, PA.
6. **Carlone, H.B.**, Huffling, L., Hegedus, T., Tomasek, T., & Matthews, C. (April 2014). *Promoting identity boundary work in a summer field ecology enrichment program for diverse youth*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
7. **Carlone, H.B.**, Hegedus, T., Bellas, T., Huffling, L., Tomasek, T., & Matthews, C. (October 2013). *Being 'smart'/Being'me': Identities, field ecology, and school science*. Presentation at the annual meeting of the North American Association for Environmental Education, Baltimore, MD.
8. Tomasek, T., Huffling, L., **Carlone, H.B.**, & Matthews, C. (October 2013). *Intersections: Mobile device technology, high school students and field ecology*. Presentation at the annual meeting of the North American Association for Environmental Education, Baltimore, MD.
9. **Carlone, H.B.**, Huffling, L., Hegedus, T., Tomasek, T., & Matthews, C. (April 2013). *Identity boundary work in a summer herpetology enrichment program for diverse youth*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Mar, Puerto Rico.
10. Hegedus, T., Huffling, L., **Carlone, H.**, & Matthews, C. (October 2012). *Identity-related motivations of visitors at EE events: Snakes sell science!* Annual meeting for the North American Association for Environmental Education (NAAEE), Oakland, CA.

11. Huffling, L., **Carlone, H.**, Hegedus, T., Tomasek, T., & Matthews, C. (October 2012). *"I'm not a snake person": Students' identity boundary work*. Annual meeting for the North American Association for Environmental Education (NAAEE), Oakland, CA.
12. **Carlone, H.B.**, & Johnson, A. (April, 2012). *P/power as an analytic lens: Uses of time and space in two diverse elementary science classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
13. **Carlone, H.B.**, Johnson, A., & Sampson, M. (March, 2012). *Intersections of race, class, and gender: Longitudinal case studies of girls of color negotiating what it means to "be scientific"*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.
14. Johnson, A., & **Carlone, H.B.** (March, 2012). *Unpacking "culture" in cultural studies of science education: Cultural difference vs. cultural production*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.
15. **Carlone, H.B.**, Kimmel, J., Lowder, C., Rockford, J., & Scott, C. (April, 2011). *Exploring the scope and limits of agency in the figured worlds of school science learning: A longitudinal study of students' identities*. Paper to be presented at the American Educational Research Association, New Orleans, LA.
16. Webb, A., **Carlone, H.B.**, & Taylor, M. (April, 2011). *Troubling monolithic views of privilege: Longitudinal case studies of four scientifically talented boys in school science*. Paper to be presented at the American Educational Research Association, New Orleans, LA.
17. **Carlone, H.B.**, Kimmel, J., Lowder, C., Rockford, J., & Scott, C. (April, 2011). *Becoming (less) scientific in the figured worlds of school science learning: A longitudinal study of girls' identities*. Paper to be presented at the National Association for Research in Science Teaching, Orlando, FL.
18. Rockford, J., & **Carlone, H.B.** (April, 2011). *Silencio en Ciencia: A longitudinal case study of Julio's silencing in school science*. Paper to be presented at the National Association for Research in Science Teaching, Orlando, FL.
19. **Carlone, H.B.**, Enfield, M., Haun-Frank, J., Johnson, A., & Kimmel, J. (April, 2009). *An exegesis of power in two culturally relevant elementary science classrooms: Lessons learned from a comparative ethnography*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
20. **Carlone, H.B.**, Haun-Frank, J., Webb, A., Reavis, S., & Enfield, M. (April, 2009). *Cultural models of "science person" in two fourth-grade classrooms: Assessing equity beyond knowledge- and skills-based outcomes*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Garden Grove, CA.

21. Haun-Frank, J., Kimmel, S., **Carlone, H.**, & Vaughn, M. (April, 2008). *Doing the work of science education reform: Teachers' narratives of hard-won accomplishments*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
22. **Carlone, H.B.**, Kimmel, S., & Tschida, C. (April, 2007). *The relevant context of science education: An ethnography of a rural math, science, and technology elementary school*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.
23. **Carlone, H.B.** (March, 2008). *Exploring connections between pedagogy and students' science identity development*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
24. Kimmel, S., Haun-Frank, J., **Carlone, H.**, & Vaughn, M. (March, 2008). *Tempered radicals: Elementary teachers' narratives of teaching science within and against prevailing meanings of schooling*. Poster session (with paper) presented at the annual meeting of the American Educational Research Association, New York, NY.
25. **Carlone, H.B.**, Kimmel, S., & Tschida, C. (April, 2006). *The relevant context of science education: An ethnography of a rural math, science, and technology elementary school*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.
26. Buxton, C.A., **Carlone, H.B.**, & Carlone, D. (April, 2005). *Boundary spanners as bridges of student and school discourses in an urban science and math high school*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
27. **Carlone, H.B.** (April, 2005). *Science identity as an analytic lens for science education*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.
28. Tomasek, T., & **Carlone, H.** (April, 2005). *Improving elementary science teaching through Japanese lesson study*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.
29. Buxton, C.A. & **Carlone, H.B.** (April, 2004). *The role of boundary objects in creating discourses of science in an urban science and math high school*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Vancouver, British Columbia, Canada.
30. Webb, S., & **Carlone, H.B.** (April, 2004). *Promoting science inquiry in a fifth grade teacher study group using a lesson study framework*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

31. **Carlone, H.B.** & Bowen, M. (July, 2003). *The fallacy of “authentic” science classrooms: Missing aspects of practicing science communities*. Paper presented at the 7th International History, Philosophy & Science Teaching Conference, Winnipeg, Canada.
32. **Carlone, H.B.**, & Webb, S. (April, 2003). *Negotiating meaning amidst the shifting locus of power in a collaborative planning group*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
33. Webb, S., & **Carlone, H.B.** (April, 2003). *Problematizing authentic literacy practices: University and school based educators negotiate meanings of literacy within a collaborative project*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
34. **Carlone, H.B.**, & Webb, S. (March, 2003). *Complicating “collaboration” in a professional development project: Competing cultural models and the dynamic nature of power*. Paper presented at the annual meeting of the National Association for Research in Science Teaching.
35. Webb, S., **Carlone, H.B.**, & Duffy, A. (November, 2002). *“This is how we do literacy here”: A collaborative planning team negotiates meanings of literacy within a framework of science inquiry*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
36. **Carlone, H.B.** (April, 2002). *Problematizing “best practice” discourse in science education via an analysis of girls’ participation in reform-based science*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
37. **Carlone, H.B.** (April, 2002). *Embracing the prescriptive and resisting the “authentic”: An examination of tool-based practices in high school physics*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.
38. **Carlone, H.B.** (April, 2001). *Invoking micro and macro contexts to understand girls’ participation and learning in high school physics*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
39. **Carlone, H.B.** (March, 2001). *Innovative science within and against a culture of “achievement.”* Paper presented at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.
40. **Carlone, H.B.** (April, 2000). *The cultural production of scientist identities in high school physics: Girls’ access, participation, and resistance*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.
41. **Carlone, H.B.** (June, 1999). *Constructing gender and science in school science: Contesting sociohistorical legacies*. Paper presented at the annual meeting of the National Women’s Studies Association, Albuquerque, NM.

42. **Carlone, H.B.** (April, 1999). *Identifying and expanding the meanings of 'scientist' in school science: Implications for the participation of girls.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
43. **Carlone, H.B.** (March, 1999). *Producing, contesting, and being produced by scientific practice: An illustration of practice theory.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.
44. Brand, C., **Carlone, H.B.**, Rader, C., & Lewis, C. (April, 1998). *Prospects and challenges for children creating science models.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Diego, CA.
45. **Carlone, H.B.** (April, 1998). *Learning to become a scientist: The enculturation of the newcomer into the practice of science.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Diego, CA.
46. **Carlone, H. B.**, Garcia, C., & Lewis, C. (April, 1998). *The science theater/teatro de ciencias project as a design experiment.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
47. **Carlone, H.B.** (March, 1997). *Examining the knowledge and reasoning employed in children's scientific models and explanations.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.
48. Lewis, C., Rader, C., Brand, C., & **Carlone, H.B.** (March, 1997). *Models children build: Content, logic and educational impact.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.
49. Robinson, C.D., **Carlone, H.B.**, Rader, C., and Garcia, C.E. (July, 1996). *See it! Draw it! Make it move! Learning through modeling: The sTc project.* Poster presented at the annual conference of the Cognitive Science Society, San Diego, CA.

Invited & Keynote Presentations

1. Carlone, H.B. (November, 2015). *Peering within the black box of school science: Lessons learned about an inclusive science education.* Invited talk, University of Georgia.
2. Carlone, H.B. (October, 2015). *Anthropological approaches to studying students' identity work in science.* Invited talk, sponsored by the joint Ph.D. program in mathematics and science education at the University of California San Diego and San Diego State University and the Sowder Mathematics and Science Education Research Seminar Series.
3. Carlone, H.B. (September, 2015). *Working toward an equitable science education.* Invited talk, UNCG Board of Trustees Meeting.
4. Carlone, H.B. (June, 2015). *Lens-shifting for equity in science and engineering education.* Invited talk, Museum of Science, Boston.

5. Carlone, H.B. (November, 2014). *What does it mean to be “smart” and be “me” in a herpetology summer enrichment program? In school science?* Invited lecture at Stockholm University, Sweden.
6. Carlone, H.B. (November, 2014). *The cultural production of smartness in science learning settings.* Invited lecture at Malmö University, Sweden.
7. Carlone, H.B. (November, 2014). *Being “smart” and being “me”: Youths’ science identity development in a herpetology summer enrichment program versus school science.* Invited talk at the North Carolina Herpetological Society Meeting, Raleigh, NC.
8. Carlone, H.B. (March, 2014). *Going green: Little blue and little yellow give birth to a new way of doing scholarship—scholar activism.* Invited presentation for the School of Education Research Conference, The University of North Carolina at Greensboro.
9. Invited guest at NARST’s Graduate Student Forum: *How to be productive in your first years as an assistant professor.* March, 2014.
10. Carlone, H.B. (September 2013). *Studying youths’ identity work longitudinally and anthropologically.* Keynote presentation for Education Doctoral Program Fall Conference, North Dakota State University, Fargo, ND.
11. Carlone, H.B. (November 2012). *Youths’ identity work in school science: An anthropological lens.* Invited lecture for doctoral seminar at Malmö University, Sweden.
12. Carlone, H.B., (November 2012). *Youths’ identity work in school science: An anthropological lens.* Invited lecture for the STEG (Science and Technology Education Group) at King’s College London.
13. Carlone, H.B. (March 2012). *Re-imagining our research by using new theoretical frameworks in science education.* Invited presentation at the National Association for Research in Science Teaching, Indianapolis, IN.
14. Carlone, H.B. (November, 2011). *Good science teaching matters: But what is “good”? And, to whom does it matter?* Public invited lecture at the Greensboro Public Library, sponsored by UNCG’s Child and Family Research Network.
15. Carlone, H. (July 2011). *Qualitative research design: Knowledgeably answering critics.* Invited presentation for the participants at the Sandra K Abell Institute for Doctoral Students, Colorado Springs, CO.
16. Carlone, H.B. (April 2011) Invited panelist speaker at *Graduate Student Mentoring Session* at National Association for Research in Science Teaching, Orlando, FL.
17. Carlone, H.B. (April 2011) Invited panelist speaker at *New Faculty Mentoring Session* at National Association for Research in Science Teaching, Orlando, FL.

18. Anderson, A., Carlone, H., Earle, J., Lee, O., & Lynch, S. (March, 2010). *Writing a successful NSF DRL proposal: Strategies and tips for the novice and seasoned proposer*. Invited presentation/workshop at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.
19. Carlone, H.B. (November, 2008). *Anthropology of science education: Implications for equity and reform*. Invited lecturer at Michigan State University School of Education, East Lansing, MI.
20. Carlone, H.B. (October, 2008). *Praxising science education: Ideas to think/act/love/hope/work with*. Keynote presentation for Science Education at the Crossroads conference, Altah, Utah.
21. Carlone, H.B., Kimmel, S., & Tschida, C. (April, 2007). *A rural math, science, and technology elementary school tangled up in global networks of practice*. Paper presented at the "Science Education in a Context of Globalization" forum sponsored by Cultural Studies of Science Education and Springer Publishers.
22. Carlone, H. (September, 2006). *Visions of science education*. Invited panelist at the second annual Science Education at the Crossroads Conference, Weber State University, Ogden, Utah.
23. Carlone, H.B. (October, 2003). *Student voice in the STEM classroom*. Invited plenary session speaker at a national meeting of Project Kaleidoscope, Richmond, VA.
24. Carlone, H.B. (January 2001). *Evaluating the Biological Sciences Curriculum Study Integrated Science Curriculum, Part II*. Presentation at the BSCS Integrated Science Teacher Orientation Conference, Colorado Springs, CO.
25. Carlone, H.B. & Coulson, D. (November, 2000). *Evaluating the Biological Sciences Curriculum Study Integrated Science Curriculum, Part I*. Presentation at the BSCS Integrated Science District Leadership Conference, Colorado Springs, CO.

Select Presentations at Local/Regional Conferences

1. **Carlone, H.B.**, Hegedus, T., Boyce, K., & Ferguson, C. (November, 2014). *Engineering is Elementary: You and your students can engineer!* Presentation at the Professional Development Institute for the North Carolina Science Teachers Association, Winston Salem, NC.
2. **Carlone, H.B.** (September, 2014). Being "smart" and being "me": Youths' identity positioning in field ecology versus school science. Presentation at the annual meeting of the Mid-atlantic Association for Science Teacher Education (MA-ASTE), Blowing Rock, NC.
3. Tomasek, T., Huffling, L., Matthews, C., Allen, M., Ash, M., **Carlone, H.** (November, 2013). Got herps? There's an app for that! Presentation at the Professional Development Institute for the North Carolina Science Teachers Association, Charlotte, NC.
4. Matthews, C., Sametz, L., Huffling, L., Hegedus, T., & **Carlone, H.** (October 2012). *The HERP Project: Animals that slither, slide, run, & hide*. Bridging the Gap: Uniting North Carolina K-16 STEM Education, Raleigh, NC.

5. **Carlone, H.**, He, Y., & Tan, E. (September 2012). *Scientific/literacy practices for English Language Learners*. Piedmont Triad Education Consortium (PTEC) Workshop.
6. Schwartz, P., & **Carlone, H.** (November, 2011). Challenge-based learning: Lessons learned from a real-world unit. Presentation at the annual meeting of the North Carolina Science Teachers Association, Greensboro, NC.
7. Pelton, B.C., **Carlone, H.**, & Bellas, T. (November, 2011). Teaching strategies to empower English Language Learners. Presentation at the annual meeting of the North Carolina Science Teachers Association, Greensboro, NC.
8. **Carlone, H.** (February, 2010). *Promoting science talk with students*. Presented to the New Garden Friends School faculty.
9. **Carlone, H.**, Matthews, C., & Tan, E. (November, 2010). *You, with a graduate degree! UNCG's graduate programs in science education*. Presentation at the annual meeting of the North Carolina Science Teachers Association.
10. **Carlone, H.B.** (November, 2002). *Teaching science for all: What is multicultural science education, anyway?* Workshop presented (in collaboration with members of PDS team of pre-service teachers) at the annual meeting of the North Carolina Science Teachers Association, Greensboro, NC.
11. **Carlone, H.B.** (October, 2001). *Integrating standards-based elementary science with literacy: Inspiring ideas from UNCG*. Workshop presented (in collaboration with PDS team of pre-service teachers) at the annual meeting of the North Carolina Science Teachers Association, Greensboro, NC.
12. **Carlone, H.B.** (March, 2001). *Girls' participation, interest, and resistance in reform-based and traditional high school physics*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Charlotte, NC.
13. **Carlone, H.B.** (January, 1999). *Moving beyond difference-based explanations for the gender problem in science education*. Paper presented at the Third Annual University of Colorado Feminist Symposium, Boulder, CO.
14. Lewis, C., Brand, C., **Carlone, H.B.**, Garcia, C. E., Pulver, P., Rader, C., & Robinson, C. D. (September, 1996). *Science Theater/Teatro de Ciencias*. Presented at the Child's Play Workshop, Boulder, CO.

Select Presentations, Lectures, or Workshops Given to University and Community Groups

1. *Engineering is Elementary workshop: UNCG, November 2, 2015.*
2. *The ethics of (re)presentation*. Presentation for the participants of the Sandra K. Abell Doctoral Research Institute, July 2015.
2. *Engineering is Elementary at UNCG: Summer Teacher Institute, June 22-26, 2015.*

3. *Peering within the black box of school science: Lessons learned about an inclusive science education.* Presentation for the GK-12 participants at UNCG, August, 2014.
4. *Being “smart” and being “me”:* Diverse youths’ identity positioning in a field ecology summer enrichment program. Presentation to The HERP Project National Advisory Board, with Tess Hegedus and Lindsey Varner, May, 2014.
5. *Identity boundary work.* Presentation to The HERP Project National Advisory Board, with Lacey Huffling and Terry Tomasek, May 2014.
6. *What does it mean to “be scientific” in the herpetological research experience?* Presentation to The HERP Project National Advisory Board, with Tess Hegedus and Lindsey Varner, May, 2014.
7. *What is quality teaching at UNCG?* Faculty Teaching and Learning Center, New Faculty Mentoring Series, April, 2014.
8. Virtual guest lecturer for Dr. Gail Richmond’s sociocultural theories class, Michigan State University, February, 2014.
9. Workshops for the Engineering is Elementary Seed Leadership Team, with Aundrea Carter, Tess Hegedus, and Sage Washington, October 9, 2013 and February 6, 2014.
10. *Putting the “E” in STEM: Introduction to Engineering is Elementary.* Piedmont Triad Education Consortium (PTEC) Workshop, November, 2013.
11. *Partnering across Institutions: The easy and the not so easy!* (with Lloyd Douglas, Susan Calkins, Chris Rasmussen, & Nick Oberlies), for the Research in STEM Education (RISE) group at UNCG, October, 2013.
12. *What is good science teaching? And to whom does it matter?* Guest speaker for the GK-12 group at UNCG, July, 2013.
13. Summer Institute for *Engineering is Elementary (EiE) Seed Leadership Team.* UNCG, Greensboro, NC, June 24-27, 2013.
14. *Inquiry.* Presented to the New Garden Friends School faculty, January, 2012.
15. *Scientific/literacy practices for English Language Learners,* September, 2012, Piedmont Triad Education Consortium (PTEC), UNCG, with Edna Tan and Ye He.
16. Japanese Lesson Study with Gillespie Elementary School teachers and UNCG interns, November-December 2005.
17. *Introduction to Japanese lesson study.* Gillespie Elementary School; Whole-school professional development and multiple grade-level sessions, Fall 2005
18. *Learning to teach inquiry-based science.* Whole school professional development for New Vision School of Math, Science, & Technology (Madison, NC), 3-day workshop, August, 2005.
19. *What is lesson study?* Whole school professional development at New Vision School of Math, Science & Technology (Madison, NC), August, 2004

20. Japanese Lesson Study with fifth-grade teachers at New Vision School of Math, Science, & Technology, 17 2-hour sessions, April-November, 2004
21. Japanese Lesson Study with 1st-5th grade teachers at New Vision School of Math, Science, & Technology, September 4, 2004.
22. *How can we get students to talk science?* Whole school professional development for New Vision School of Math, Science, & Technology (Madison, NC), March, 2004.
23. Japanese Lesson Study with third grade teachers at New Vision School of Math, Science, and Technology, [Terry Tomasek (doctoral student) led these sessions as part of our joint USTEP grant], February-March, 2004.
24. Japanese Lesson Study with third-grade teachers at New Vision School of Math, Science, & Technology, 10 2-hour sessions, November-December, 2003.
25. *What is inquiry-based science?* Whole school professional development for staff at New Vision School of Math, Science, & Technology (Madison, NC), October, 2003
26. Japanese Lesson Study with 5th grade teachers at Jefferson Elementary School (Winston Salem), 2002-2003.
27. *BLAST: Bringing Literacy and Science Together.* Collaborative unit planning and professional development with 2nd grade teachers at Hunter Elementary School, Summer 2002-Fall 2003.

V. Sponsored Projects

Externally Funded Grants, Contracts, & Fellowships

- **Museum of Science, Boston**
(4/2013-5/2016)
Title: Engineering is Elementary Seed Leadership Team: Engineering for Equity and Diversity in High-Needs Schools
(Link here for a summary of the work in video form:
<http://newsandfeatures.uncg.edu/engineering-curriculum-uncg/>)
Project Director: Heidi Carlone
\$192,000
- **National Science Foundation (Informal Science Education Program)**
(Award #1114558; 8/15/2011-7/31/2015)
Title: *HERPS: Herpetology Education in Rural Places and Spaces.*
Principal Investigator: Dr. Catherine Matthews
Co-Principal Investigators: Andrew Ash; Heidi Carlone, Ann Somers, Terry Tomasek
\$2.7 million
- **National Science Foundation (CAREER: Early Career Development Program)**
(Award #REC 0546078; 8/06-7/11).
Title: *CAREER: A study of pedagogical practices and the development of students' science identities.*
Principal Investigator: Heidi Carlone
\$597,009

- **American Association of University Women (American Dissertation Fellowship Program)**
(1999-2000) \$15K
- **American Educational Research Association/Spencer Foundation Pre-Dissertation Fellowship**
(1998-1999), \$15K

Advisor for Externally Funded Grants

- Angela Calabrese Barton (Michigan State University), Lynn Dierking (Oregon State University), Jim Short (American Museum of Natural History), Emily Green (Community Science Workshop Network), Sue Ellen McCann (Executive Producer, KQED Public Broadcasting), Louise Archer (King's College London), Emily Dawson (King's College London). Youth access & equity research & practice agenda. Science Learning+ grant, funded by the Wellcome Trust, ESRC, & NSF.
- Bryan Brown, Stanford University, PI, The Percy Julian Project: Exploring STEM school design for African-Americans (NSF Grant). (2012)
- Gail Jones, North Carolina State University, PI, Master science hobbyists: Characteristics, motivations, experiences, and career trajectories (NSF Grant). (2012)
- Advisory Board Member and Assistant External Evaluator, *Biological Sciences Curriculum Study: An Integrated Approach* (Curriculum development sponsored by the National Science Foundation), (Summer, 2000-Summer, 2001)

Internally Funded Grants

- Co-PI, with Beverly Faircloth and Edna Tan. *Inventing to Learn: Tinkering, engineering, and making in the SOE Makerspace*. **UNCG School of Education**, (5/14-4/15), \$40,000.
- Co-project director (with Terry Tomasek). **University/School/Teacher Education Partnership (USTEP)**, UNCG (8/1/05-5/1/06). *Improving elementary science education at UNCG's Professional Development Schools in Rockingham County*, \$5000.
- PI: **Thomas Undergraduate Research Scholar Grant**, UNCG, (May, 2005-May, 2006). *An ethnographic study of a math, science, and technology magnet elementary school*, \$2000 (funds an undergraduate research assistant)
- PI: **Undergraduate Research Assistantship Grant**, UNCG, (May, 2004-May, 2005), *Identifying Elementary Students' Out-of-School Science Identities*, \$2000
- PI: **Undergraduate Research Assistantship Grant**, UNCG, (May, 2004-May, 2005), *Identifying Elementary Students' In-School Science Identities*, \$2000
- Project director. **University/School/Teacher Education Partnership (USTEP)**, UNCG (8/1/04-6/1/05). *Improving elementary science education one lesson a time*, \$5000
- Co-Project director (with Terry Tomasek). **University/School/Teacher Education Partnership (USTEP)**, UNCG (8/1/04-6/1/05). *Improving elementary science education one lesson a time: Expanding lesson study opportunities for UNCG's Professional Development Schools*, \$5000

- PI: **Regular Faculty Grant**, UNCG, *Identifying and understanding the development of science identities in reform-based elementary science* (May, 2003- May, 2004), \$5000
- Project director. **University/School/Teacher Education Partnership (USTEP)**, UNCG (8/1/03-6/1/04), *Using collaborative professional development models to integrate standards-based science in the elementary school curriculum*, \$4522.
- PI: **Undergraduate Research Assistantship Grant**, UNCG, (May, 2003-May, 2004), *Identifying and understanding the development of science identities in reform-based elementary science*, \$1500
- PI: **Summer Excellence Grant**, UNCG, *Bringing literacy and science together in the context of a collaborative teacher study group* (June-August, 2003), \$4000
- PI: **Summer Excellence Grant**, UNCG, *Moving beyond the “basics”: Integrating science and literacy in the elementary curriculum* (June-August, 2002), \$4000
- PI: **Summer Excellence Grant**, UNCG, *Integrated science as a means to a more inclusive science* (June – August, 2001), \$4000
- PI: **New Faculty Research Grant**, UNCG, *Integrated science as a means to a more inclusive science* (December, 2000-June, 2001), \$4954
- Recipient, **Brown/Ricketts/Udick Grant**, AAUW Boulder Branch (September, 1999- May, 2000), \$1,000
- Recipient, **Pearl McPherson Spencer Award**, University of Colorado Graduate School (Fall, 1999), \$750
- Recipient, **Beverly Sears Dean’s Small Grant**, University of Colorado Graduate School (Fall, 1998), \$510

VI. Teaching Experience

The University of North Carolina at Greensboro, School of Education Courses Taught:

- TED 370: Elementary science methods for pre-service teachers
- TED 519: Elementary science methods for MAT students
- TED 461, 465: Supervision of student teachers (elementary, secondary)
- TED 350, 375, 400: Teaching and Learning Seminar I, II, III (accompanying Professional Development School Team leadership)
- TED 657: Nature of science & science education (developed the course; masters’ level)
- TED 688: Sociocultural perspectives on mathematics and science education (developed the course; doctoral seminar)
- TED 711: Cultural Perspectives on Learning (developed the course; doctoral seminar)
- TED 730: Qualitative Research Design (developed the course; doctoral course)
- TED 749: Disciplined Inquiry in Teacher Education (introductory doctoral course)
- TED 775: Directed Doctoral Study

Course and Program Development:

- Developed a *concentration in science education* for the elementary education Masters of Education that included three new course proposals:
 - TED 651: Teaching life sciences in the elementary schools
 - TED 652: Teaching physical sciences in the elementary schools
 - TED 653: Teaching earth sciences in the elementary schools
- TED 688: Sociocultural perspectives in mathematics and science education
- TED 657: Nature of science, technology, and society
- TED 711: Cultural perspectives on learning
- TED 730: Qualitative Research Design

Independent Studies Taught Since 2007 (for doctoral students):

- TED 692: Critical ethnographic studies of out-of-school science (Summer 2012)
- TED 692: African American Student Engagement in Science (Summer 2011)
- TED 692: Critical perspectives in science education and environmental learning environments (Fall 2011)
- TED 692: Qualitative Data Analysis (Summer 2009; Summer 2010)
- TED 692: Critical perspectives on science education reform (Summer 2010)
- TED 692: Cultural production and science education (Summer 2009)
- CUI 692: Science education reform and equity (Summer 2008)
- CUI 692: Narrative Analysis (Fall 2007)

University of Colorado, Boulder, School of Education

- Elementary Science Methods
- Supervisor, K-12 student teachers

Athens Drive High School (Raleigh, NC) [August 1991 – May 1995]

- Anatomy & Physiology
- Biology
- Earth Science
- Physical Science

VII. Professional Service Activities

Committee Membership/Leadership for National Organizations

- Program Committee, Strand 15 Co-coordinator: Policy (2014-2016).
- External Policy Relations Committee, National Association for Research in Science Teaching (NARST) (2013-present)
- Faculty mentor, Sandra K Abell Doctoral Research Institute, sponsored by NARST (2015 & 2011)
- Program Committee, Division C (learning), Section 4 (science) Co-coordinator, American Educational Research Association (AERA), 2007-2008.
- Program Committee, Strand 11 Co-coordinator: Cultural, Social, and Gender Issues, NARST, (2005-2007).
- Publications Advisory Committee, NARST (2009-2011).

- Co-Chair of the Dissertation Award Committee, NARST (2010-2011).
- Equity and Ethics Committee, *NARST* (2006-2009).
- Early Career Research Award Selection Committee, *NARST* (2006-2009).
- Research Committee, *NARST*, (2001-2004)
- Mentor for AERA/Spencer Foundation Summer Institute participants (2000)

Editorial Boards/Guest Editor

- Guest co-editor (with Eileen Carlton Parsons), Special Issue on Culture in the 21st Century, *Journal of Research in Science Teaching*, 2013, v50(1).
- Guest co-editor (with Carol Brandt), Special Issue on Ethnographies of Science Education, *Ethnography & Education*, 2012, v7(2).
- *Journal of Research in Science Teaching* (2014-present)
- *Elementary School Journal* Editorial Board (2010-present)
- *Cultural Studies of Science Education* Editorial Board (2010)
- *Science Education* Editorial Board (2005-2010)

Reviewing for Journals and National Organizations

- Journal Reviewer: *American Educational Research Journal*, *Cultural Studies of Science Education*, *Ethnography & Education*, *Elementary School Journal*, *Excellence & Equity in Education*, *Journal of Mixed Methods*, *Journal of Research in Science Teaching*, *Journal of Women and Minorities in Science and Engineering*, *Science Education*, *School Science and Mathematics*
- Reviewer/Contributor for Virtual Issues for JRST
 - 50th Anniversary Issue, Wrote commentaries about three seminal articles (2013)
 - Special Issue on Multicultural Science Education, Equity, & Social Justice (2011-2012)
- Program reviewer, NARST
 - Strand 2 (Classroom contexts and learner characteristics) (2003-2004)
 - Strand 3 (Research on Teaching) (1999-2000)
 - Strand 6 (Cultural, Social, and Gender Issues) (2001-2005)
 - Strand 11 (Cultural, Social, and Gender Issues) (2006-2013)
 - Pre-conference workshop proposals (2001-2004)
- Program Reviewer, American Educational Research Association (1999-2011)
 - Division C (Learning and Instruction), Section 4 (Science) (2001-2013)
 - Science Teaching and Learning SIG (2001-2013)
 - Division G (Social Context), Section 1 (Local Contexts of Teaching and Learning) (2001-2004)
- Program reviewer, *National Science Teachers Association* (2002-2004)
 - Proposals for the NARST-sponsored sessions
- Book prospectus review, *Diversity and equity in science education: Theory, research, and practice*.
- Review Panelist, National Science Foundation

- Book review, *Qualitative Investigations* (May 2008)
- External reviewer for RAISE project (part of a national report for the National Research Council) (2008)
- Book review, *Critical Graphicacy*, by Wolff-Michael Roth (2008)
- External Assessor for Social Sciences and Humanities Research Council of Canada, 2008-2009

External Promotion & Tenure Reviewer

- 2009 (N=3); 2010 (N=2); 2011 (N=1); 2012 (N=1); 2013 (N=1); 2014 (N=1); 2015 (N=3)

University

- Chair, Alumni Teaching Excellence Awards Committee, 2012-2013
- Office of Undergraduate Research (OUR) Advisory Board, 2011-2014
- Faculty Mentor, New Faculty Mentoring Program, 2010-2013
- Research Policy Committee, 2011-2012
- Research and Instruction in STEM Education (RISE) advisory board, 2010-2012
- Alumni Teaching Excellence Awards Committee Member, 2010-2012
- Faculty facilitator of Freshmen Summer Read Program, 2011
- University Marshal Selection Committee, 2010-2011
- Undergraduate Research Excellence Awards Committee, 2008-2009
- Faculty speaker, SOAR 2009
- Faculty assessor, Undergraduate Research Fair, 2009
- STEM (Science Technology Engineering Mathematics) Working Group: Partnering with College of Arts and Sciences and School of Education faculty (2008)
- Planning committee for the Institute for the Advancement of Mathematics and Science Learning (2007-2008)
- Public Policy Working Group, Institute for the Advancement of Mathematics and Science Learning (2008)
- Search committee member for the Houston Distinguished Professor of Science Education, College of Arts & Sciences (2007 & 2008)
- Science education initiative group (w/ Assoc Provost for Research) (2006)
- Institutional Review Board (2002-2007)
- Faculty representative for Fall Focus (UNCG event), 2001-2002
- O. Max Gardner Award Committee (2001-2003)

School of Education

- Promotion and Tenure Committee, SOE, 2011-2013
- Council of Program Coordinators, 2011-present
- Nominations & Elections Committee, 2010-2013
- Coordinator/Organizer of SOE STEM Day for UNCG's School of Education Building Dedication Week, 2011
- Guilford County Schools/UNCG Partnership Committee Member, 2007-2008
- Faculty Phone-a-thon, 2002, 2003, 2006-2010
- Search committee member for School of Education's Director of Research, 2005-2007
- School of Education representative for the Institutional Review Board, 2002-2007
- Scholarship committee member, 2004-2007
- Search committee member for Counseling Education faculty positions, 2004-2005
- North Carolina Teaching Fellows faculty mentor, 2000-2005; 2007

- School of Education representative at Open House recruitment event, 2003
- Executive Council (School of Education) faculty representative, Fall 2001-Spring 2002
- Member of Center for Accountability, Staff Development, and Teacher Quality Advisory Board (2001-2002)
- North Carolina Teaching Fellows recruitment (2001)

Department

- Program coordinator, Elementary science education (2006-present)
- Program coordinator, Science education, 2011-2014
- Budget Committee (2015-2016)
- Awards Committee (2015-2016)
- Merit Review Committee (2014-2015)
- Elementary Education Committee Member (2000-present)
- Middle Grades Committee Member, 2011
- Faculty mentor, new faculty members (2009-present)
- Co-Chair, Search Committee, Science Education (2008-2009)
- Institutional Review Board, Department Representative (2002-2006)
- Doctoral task force member (revision of doctoral program) (2003-2004)
- Member, Search Committee, CUI Department Chair (2002-2003)
- Secondary Education Program Committee Member (2000-2001)
- Member, Search Committee, Secondary Program (2000-2001)
- Professional Development School (PDS) evaluation (2000-2001)

VIII. Advising & Supervision

Doctoral Level

Chair of Doctoral Committees:

- 2005
 - Kimberly Blackburn-Morrison (Co-Chair)
- 2006
 - Jennifer Warner (Co-chair)
- 2007
 - Amy Trawick (Co-chair)
- 2010
 - Julie Haun-Frank
- 2012
 - Angela Webb
- 2014
 - Tess Hegedus
- 2015
 - Patrick Conetta, Cailisha Petty
- In progress
 - Megan Lancaster

Doctoral Student Committees (UNCG):

- 2003 Graduates
 - Richard Costner, Anthony Graham
- 2004 Graduate

- Kathy Adams
- 2005 Graduates
 - Holly Robbins, Kathy Smith-McIlwain, Audrey Lail, Sandy Webb
- 2006 Graduates
 - Karen Cobb Carroll, LaToy Kennedy, Terry Tomasek, Trish Patrick
- 2007 Graduate
 - Kenneth Chandler
- 2008 Graduates
 - Tracy Keck, Judy McDonald, Henry Nicholson, Katie Stein
- 2009 Graduate
 - Lisa Mitchell
- 2010 Graduates
 - Dan Calhoun, Jim Carrier, Christina Tschida
- 2011 Graduates
 - Vanessa Chavis, Sue Kimmel, Xiaozhong Liu, Pat Murphy
- 2012 Graduates
 - Todd Nicolet, Nancy Payne, Cathy Scott, Jessie Store, Mandy Taylor
- 2013 Graduate
 - Tracey Howell
- 2014 Graduates
 - Penny Crooks, Mark Meacham, Allison Ormond
- 2015 Graduates
 - Lacey Huffling, Joy Meyers
- Degree in progress
 - Mary Ash, Aerin Benavides

Doctoral Committees (Outside member):

- Pei-Ling Hsu (2009, University of Victoria, student of Wolff-Michael Roth)
- Anna Jobér, Malmö University, Sweden (2012, student of Malin Ideland and Claes Malmberg)
- Meredith Kier (2013, North Carolina State University, student of Meg Blanchard)
- Elizabeth Coleman (2014, Loyola University, student of David Ensminger)
- Per Anderhag, Stockholm University (2014, student of Per-Olof Wickman)
- Carrie Allen, University of Colorado, Boulder (in progress, student of Ben Kirshner and Bill Penuel)

IX. Honors & Awards

- NARST's Publication Advisory Committee Recommendation to National Science Teachers Association top 5 JRST articles for teachers to read for 2011-2012:
 - Carlone, H.B., Haun-Frank, J., & Webb, A. (2011). Assessing equity beyond knowledge- and skills-based outcomes: A comparative ethnography of two fourth-grade reform-based science classrooms. *Journal of Research in Science Teaching*, 48(5), 459-485.
- The University of North Carolina at Greensboro Alumni Teaching Excellence Award, 2009

- School of Education Faculty Teaching Excellence Award, UNCG, 2008
- Early Career Research Award, National Association for Research in Science Teaching, 2006
- Early Career Faculty Development Award (CAREER), National Science Foundation, 2006-2012
- American Association of University Women American Dissertation Fellow, 1999-2000
- American Educational Research Association/Spencer Fellow, 1998-1999
- Elizabeth A. Wilson Memorial Scholarship for Outstanding Elementary Educator, University of Colorado (1996-1997)
- Jaycee's Young Educator of the Year Award Nominee for Athens Drive High School (1993 & 1994)
- Sallie Mae First-Year Outstanding Teacher Award for Wake County, NC (1991-1992)
- North Carolina Teaching Fellow (Fall, 1987-May, 1991)