CURRICULUM VITA

Laura M.W. Martin
Arizona Science Center
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ACADEMIC BACKGROUND

Ph.D., M.A. (Experimental Psychology)	University of California, San Diego
M.S. (Education)	Bank Street College of Education
A.B. (History)	University of Chicago

CERTIFICATION

New York State Permanent Teacher's License

PROFESSIONAL EXPERIENCE

2013, Fall	Faculty Associate Arizona State University
2006 – present	Senior Director of Strategic Initiatives Director of Science Interpretation Arizona Science Center, Phoenix, Arizona
2007 –2009	Academic Advisor, Prescott College, Prescott, AZ
2003 –2006	Executive Vice President for Experiences The Phoenix Zoo
2004 – 2006	Visiting Professor Arizona State University, College of Education
2002 – 2003	Director of Research, Center for Teaching and Learning and Center for Informal Learning and Schools Exploratorium, San Francisco
1998, 2000	Academic Associate Museum Studies Program, Department of Anthropology Arizona State University
1994 - 2002	Vice President and Director of Education and Research Arizona Science Center
1990-1994	Vice President, Production Research (6/92-4/94) Director of Research, Community Education Services

(1990-1992)
Children's Television Workshop

1987-1991 Research Associate
Laboratory for Cognitive Studies of Work,
The Graduate Center of the City University of New York

1984-1989 Research Scientist
Center for Children and Technology
Bank Street College of Education

1983-1984 Staff Research Associate
California Mathematics Project
University of California, San Diego

1982-84 Lecturer
Communications Department; Extension Services Department
University of California, San Diego

1981 (Fall) Visiting Scholar
Institute of Psychology
Soviet Academy of Sciences, Moscow

1978-1982 Teaching Assistant
Department of Psychology
University of California, San Diego

1975-1977 Adjunct Mentor
Empire State College
New York, NY.

WORK IN SCHOOLS

1975-1977 Director
Children's Underground Day Care Center
New York, NY

1976-1977 Chairperson
Day Care Action Coalition
Bank Street College of Education, New York, NY

1970-1975 Preschool and Primary School Teacher and Administrator
New York City; State of Connecticut

GRANTS

Framing New Pathways to Medical Discoveries for Families, Students, and Teachers. 7/09-6/14. #R25RR026032 $1,149,000. National Institutes of Health, National Center for Research Resources. Principal Investigator.

Young Science Correspondents. 6/09-5/10. $50,000. Nina Mason Pulliam Trust. Project Director.

Math in Zoos and Aquariums. 10/05-9/07. $441,067. Institute for Museum and Library Services. Project Director.

Internships for Creating Presentations on Nanotechnology Topics at a Science Center. 9/01-8/04. $142,600. National Science Foundation, Directorate for Materials Science.

An Innovative Communication Vehicle to Enhance Public Understanding of Addiction Research. 1/02-12/02. $318,000. The Space and Navel Warfare Systems Center San Diego. Project Director.

Arizona Bioengineering Collaboration. Howard Hughes Medical Institute. 9/01-8/05. $480,000. Principal Investigator.

Satellite Science. Institute of Museum and Library Services. 1/01- 12/03. $383,000. Director.

An Innovative Communication Vehicle to Enhance Public Understanding of Addiction Research. 1/02-12/02 (ONDCP). Project Director.

Museum Learning Collaborative. Institute of Museum and Library Services. 1/98 – 8/99. $1,000,000. Co-Principal Investigator.

Using Narrative to Introduce Science Concepts to Diverse Audiences in a Science Center. National Science Foundation. 10/1/95 - 5/1/95. $50,000. Principal Investigator.

Desert Web. Howard Hughes Medical Institute. 4/94-10/99. $250,000. Project Director.

Linking Science and Literacy. Department of Education #008610590. 01/01/87-05/31/88. $144,400. Co-Principal Investigator.

PUBLICATIONS

BOOKS

Martin, L., Schatz, D., Ash, D. & Tran, L. (Eds.) (in preparation). *Reflective practice in museums*. Walnut Creek, CA: Left Coast Press.

National Research Council. (2009). *Learning science in informal environments: People, places, and Pursuits*. Contributing author. Washington, DC: National Academies Press.

Tobach, E., Falmagne, R.J., Parlee, M.B., Martin, L.M.W., & Kapelman, A.S. (1997). Mind and social practice: Selected writings by Sylvia Scribner. New York: Cambridge University Press.

Martin, L.M.W., Nelson, K., & Tobach, E. (Eds.). (1995). Sociocultural psychology: Theory and practice of doing and knowing. New York: Cambridge University Press.

CHAPTERS IN EDITED BOOKS

Martin, L.W. (in preparation). Can reflective practice be sustained in museums? In, Martin, L., Schatz, D., Ash, D. & Tran, L. (Eds.). *Reflective practice in museums*. Walnut Creek, CA: Left Coast Press.

Martin, L. W. (in preparation). Free choice: what does it mean?. In M-W Roth & L. Avramiadou (Eds.). *Beyond formal and informal science.*

Martin, L. (2006). A research framework for informal learning and schools. In, J.Falk, L. Dierking, & S. Foutz (Eds.). In principle, in practice: New perspectives on museums as learning institutions. San Francisco: AltaMira Press.

Martin, L. (2006). Developing an educational plan. In Cynthia Yao (Ed.). Handbook for small science centers. San Francisco: AltaMira Press.

Martin, L., Semper, R. & Duensing, S. (2004). Funding and Institutional Issues Related to Public Understanding of Research. In D. Chittenden, G. Farmelo & B. Lewenstein (Eds.) *Creating Connections: Museums and the Public Understanding of Current Research*. Alta Mira Press: New York & Oxford.

Martin, L.M.W. (2001). Free-choice learning: Directions for research. In J. Falk (Ed.), Free-choice learning: Understanding the informal science education infrastructure. New York: Teachers College Press.

Martin, L.M.W. (2000). The compatibility of Vygotsky's theoretical framework with the developmental interaction perspective. In E.K. Shapiro and N. Nager

(Eds.) A Progressive pedagogy: Legacies and new directions. SUNY Press.

Martin, L.M.W. (1995). Linking thought and setting in the study of workplace learning. In, Martin, L.M.W., Nelson, K., & Tobach, E. (Eds.). (1995) Sociocultural psychology: Theory and practice of doing and knowing. New York: Cambridge University Press.

Schauble, L., Beane, D.B., Coates, G.D., Martin, L. & Sterling, P. (1996). Outside the classroom walls: Learning in informal environments. In L. Schauble & R. Glaser (Eds.), Innovations in learning: New environments for education. Hillsdale, NJ: Erlbaum.

Martin, L.M.W. (1994). A Vygotskian view of teacher change. In, Kahaney, P., Janangelo, J., Perry, L.A.M., (Eds.), Teachers and change: Theoretical and practical perspectives. Norwood, NJ: Ablex.

L.M.W. (1991). Detecting and defining everyday science problems: A study of Video-mediated lessons. In, L.Moll (Ed.), Vygotsky and education. New York: Cambridge University Press.

Martin, L.M.W. (1987) Teachers' adoption of multimedia technologies for science and mathematics instruction. In R .Pea & K. Sheingold (Eds.), Mirrors of minds: Patterns of experience in educational computing. Norwood, NJ: Ablex.

Newman, D., Riel, M., & Martin, L.M.W. (1982) Cultural practices and Piaget's theory: The impact of a cross-cultural research program. In D. Kuhn & J. Meacham (Eds.), On the development of developmental psychology. Basel: Karger.

Laboratory of Comparative Human Cognition [contributing author]. (1983). Culture and cognition development. In W. Kessen (Ed.), Manual of child psychology: History, theories and methods (Vol.1). New York:Wiley.

Laboratory of Comparative Human Cognition [contributing author]. (1981). Intelligence as cultural practice. In R.Sternberg (Ed.), Handbook of human intelligence, Cambridge: Cambridge University Press.

ARTICLES

Allard, R. & Martin, L.W. (2014). Zoological Gardens. *Encyclopedia of science education*. Gunstone, R. (Ed.). Germany: Springer Press.

Garibay, C., Martin, L., Rubin, A., & Wright, T. (2011). Math in zoos and aquariums. Available at CAISE web site.

Hebert, G., Martin, L. Rubin, A., Wright, T, & Mokros, J. (2009). Math learning opens up windows to conservation. AZA *Connect*.

Martin, L. & Toon, R. (2005). Narratives in a science center: Forms of interpretation and people's identities as science learners. Curator, 48(4), 407-425.

Martin, L. W. (2004, July). An emerging framework for studying informal learning and schools. Science Education, 88 (Suppl. 1): S71-S82.

Martin, L. (2004). What schools can do: Museums as science resources. *Middle Matters. Journal of the National Association of Elementary School Principals*, 12 (3); 7.

Martin, L. & Toon, R. (2003). Balancing act: Activity theory applications to exhibit designs. Journal of Museum Education, 28 (2); 14-19.

Martin, L. (2003). The Arizona Bioengineering Collaboration. *Middle Matters. Journal of the National Association of Elementary School Principals*, 11.

Martin, L. (2002). A sociocultural approach to studying museum education. Journal of Museum Education.

Martin, L.W.M. (1999) Stories from the fields, hills, and labs. Journal of Museum Education, 24(3), pp. 21-23.

Schauble, L., Leinhart, G. & Martin, L. (1998). A framework for organizing a cumulative research agenda in informal learning contexts. Journal of Museum Education.

Martin, L. (1996, March/April). Learning in context. Newsletter of the Association of Science-Technology Centers, 24 (2), 2-5.

Martin, L.M.W. & Ascher, C. with Inverness Associates. (1994). Developing math and science materials for school age child care programs. In F.A. Villaruel & R.M. Lerner (Eds.), Promoting community-based programs for socialization and learning. New directions in child development: Environments for socialization and learning, 63. San Francisco: Jossey-Bass.

Martin, L.M.W. Scribner, S. (1991). Laboratory for Cognitive Studies of Work: A case study of the intellectual implications of a new technology. The Teachers College Record, 92 (4), 582-602.

Davis, E., Friedman, G. Martin, L.M.W. (1990). Community education and child care projects. Educational Technology Research and Development, 38 (4), 45-53.

Martin, L.M.W., Shirley, M. McGinnis, M. (1988). Microworlds to macroworlds:

Conceptual transfer and activity setting. (Technical Report #45) Center for Children and Technology, Bank Street College of Education. Children's Environments Quarterly, 5 (4).

Laboratory of Comparative Human Cognition [contributing author]. (1979). Cross-cultural psychology's challenges to our ideas of children and development. American Psychologist, 34(10), 827-833.

DISSERTATION

Martin, L.M.W. (1983). *Children's joint problem solving as inter-individual interaction.* Submitted in fulfilment of the doctoral degree, University of California, San Diego.

REPORTS

A 21st Century Community Learning Center/Museum Partnership for After School STEM. (June, 2013). Report to the Arizona Department of Education.

Sheingold, K., Martin, L.M.W., & Endreweit, M. (1987). Preparing urban teachers for the technological future. A Report to the Ford Foundation (1985). In R. Pea & K. Sheingold (Eds.), Mirrors of minds: Patterns of experience in educational computing. Norwood, NJ: Ablex.

Subcommittee Report, (1985). Non-cognitive factors in education. Report to the National Research Council Commission on Behavioral and Social Sciences and Education. Also available as: Contextual factors in education: Improving science and mathematics education for minorities and women. (1987). Madison, WI: Wisconsin Center for Education Research.

WRITTEN CURRICULUM AND DEMONSTRATIONS PROJECTS

Framing New Pathways to Medical Discovery. Bones: a gallery lab activity; *Food*: A middle school outreach program; *Immune System* Cascade: a demonstration for the public; Scientist's *Guide to Speaking to the Public*. Written with input for staff, teachers, and scientists on a design team.

Addiction: Guide for Teachers. An 8-page guide to accompany an interactive exhibit experience on the science of addiction.

Arizona Bioengineering Collaboration. A series of middle school and family activities on topics in bioengineering, developed in collaboration with museum staff, teachers, and scientists with funding from the Howard Hughes Medical Institute.

Basic Inquiry. 30-hour staff development program of adapted hands-on investigations for teachers of grades k-8.

Desert Web. A multimedia desert science curriculum for grades 1-3. Funded by the Howard Hughes Medical Institute.

Hassayampa Watershed and Reclamation Area Guided Field Stations. A series of outdoor activities for elementary classes developed with the Wickenburg Unified School District, Arizona Game and Fish, and the Nature Conservancy. Funded by Northern Arizona University Arizona K-12 Center.

Demonstrations: Blood Lab; Bridges; Conservation of Energy; Human Ecology; Intertia; Movement; Musical Sounds; Outbreak!; Static Electricity.

BOOK REVIEWS AND TRANSLATIONS

Martin, L. (2002). Commentary on "A curriculum framework based on archetypal phenomena and technologies" by Bernie Zubrowski. *Science Education,* DOI 10.1002/sce.10045.

Martin, L.M.W. (1992). Introduction to L.M.W. Martin (Ed.), V.V. Rubtsov, *The organization and development of cooperative learning actions in children.* Commack, NY: Nova Science Publishers.

Martin, L. (1998). Review of L.C. Roberts, From knowledge to narrative. *Curator*. 41(*1)*; 59-61.

Martin, L.M.W. (1992). Review of *Children of glasnot: Growing up Soviet*, by L. Pearson. Contemporary Psychology.

Martin, L.M.W. (1985). Review of Psychology in utopia: Towards a social history of Soviet psychology, by A. Kozulin, Journal of Nervous and Mental Diseases, 173 (4), 258-259.

Martin, L. (July, 1984). Translation of: Towards a social theory of operations, A. Grossen and A.-N. Perret-Clermont. Newsletter of the Laboratory of Comparative Human Cognition.

Martin, L.M.W. (1981). Review of Transformations: The anthropology of children's play, by H. Schwartzman. Contemporary Psychology, 25 (2), 151-152.

Martin, L.M.W. (1980). Review of Pragmatics in learning disabled children: their prelinguistic and early verbal performance, by L.S.Snyder. Newsletter of the Laboratory of Comparative Human Cognition, 2 (4), 92-93.

EVALUATIONS

Martin, L. (2013, June). *A 21st Century Community Learning Center/museum partnership for after school STEM.* Report to the Arizona Department of Education.

Martin, L. (2009, October) *Evaluating a 21st Century Learning Community Center summer enrichment program.* Report to the Arizona Department of Education.

Over 110 research reports produced for the Arizona Science Center including background research, literature reviews, market research, formative evaluation, program evaluation, summative evaluation, and learning outcomes.

Numerous internal reports for the Children's Television Workshop evaluating materials, educational programs, and videos designed for schools, homes, day care, and after school settings, nationally and internationally.

PRESENTATIONS: REGIONAL, NATIONAL, AND INTERNATIONAL

(October 2014) Reflective practice as professional development for informal educators.. Symposium at the ASTC Annual Conference, Raleigh.

(October 2014) Reflecting on learning theory. Panel at the ASTC Annual Conference, Raleigh.

(October 2014) Bringing health and medicine to life. Panel at the ASTC Annual Conference, Raleigh.

(May 2014) Sustaining project life beyond the grant. Presentation at NIH SciEd Conference. Bethesda, MD.

(May 2014) Informal science education. Presentation at NIH SciEd Conference. Bethesda, MD.

(October 2013). How children learn about how the world works. Workshop at the ASTC Annual Conference, Albuquerque. Presented with M. Borun and J. Jipson.

(May 2013) Reflective Practice for Professional Development. Discussant. Annual Meeting of the American Educational Research Association. San Francisco.

(September, 2010). Informal science resources for teachers. Workshop at the K-12 Center conference. Phoenix, AZ.

(September , 2010) Math in Zoos and Aquariums. Presentation at the annual meeting of the Association of Zoos and Aquariums. Houston, TX.

(July, 2010) Making a case for value to schools: Results of a museum after school program. Paper presented at the annual meeting of the Visitor Studies Association. Phoenix, AZ.

(June, 2010) Learning science in informal environments. Presentation at the annual meeting of the Museum Association of Arizona. Sedona, AZ.

(February, 2010) Learning science in designed environments. B.Lewenstein & P. Bell, (Chairs). Panel presentation at AAAS, San Diego.

(2009, October) Summer science camp. Workshop and presentation at the Arizona 21st Century Community Learning Center conference. Tucson.

(October, 2009). Learning in designed environments. Workshop, Prescott College, Prescott, AZ.

(2009, September). Lessons learned for museums. K.Ellenbogan, Learning science in informal environments. Panel presentation at the annual meeting of the Association of Science Technology Centers. Fort Worth.

(2009, July). Report of the National Academies. Panel presentation at the annual meeting of the Visitor Studies Association. St. Louis.

Martin, L. (2004, April). Symposium organizer. Museum-school collaborations supporting science teachers. AERA, San Diego.

Martin, L. (2003, November). Models of Museum – School Collaborations. Workshop; Association of Science Technology Centers, St. Paul.

Martin, L. & Toon, R. (2002, June). Scientific and social task analysis of joint activity for a science center. Symposium chaired by K. Ellenbogen. Mediating museum activities: Social and scientific object use. Paper presented at the bienniel meeting of the International Society for Research on Activity Theory. Amsterdam.

Martin, L. (2002, April). A Sociocultural Approach to the Analysis of Informal Learning. Presentation to the Informal Learning SIG, Annual Meeting of the American Educational Research Association, New Orleans.

Martin, L.W. M. (2001). What's fun to do after school? Symposium paper: M. Gauvin (Chair). Children's lives after school: Opportunities for development. Biennial meeting of the Society for Research in Child Development, Minneapolis.

Martin, L. (1999, October). The Use of Learning Theory. Presentation to the Directors. ASTC, Tampa.

Martin, L.W.M. (1999, April). Narratives in a science center: Forms of interpretation and people's identities as learners. Paper presented at AERA, Montreal.

Martin, L.W.M. (1998, October). From hand to head. Presentation at the annual ASTC meeting, Edmundton, BC.

Martin, L. (1998, May). The Museum Learning Collaborative: A Progress Report. American Association of Museums, Los Angeles.

Leary, R.F. & Martin, L. (1997, March) Impact of front end evaluation on exhibit design in a science center. Paper presented at the 1997 Annual NARST Conference. Chicago.

Martin, L. (1996, April). A Vygotskian Approach to the Design of a Science Center. Paper presented at the American Educational Research Association, New York City.

Martin, L. & Leary, R. (1996, September). Using Narrative to Introduce Science Concepts to Diverse Audiences in a Science Center. Paper presented at the 2nd Annual Conference for Socio-Cultural Research, Geneva, Switzerland.

Keynote Address. (1995, February). PBS National Teacher Training Institute in Math, Science, and Technology. Phoenix, Arizona.

Numerous research reports produced and commissioned for Children's Television Workshop, including background research, literature reviews, market research, formative evaluation, program evaluation, and summative evaluation.

Symposium Chaired: (1994, April). Formative and summative research in the production of an earthquake information campaign in Ecuador. American Educational Research Association meetings, New Orleans.

Martin, L.M.W. and Beach, K. (1993, July). Educational experience in relation to technical and symbolic knowledge in CNC machining. Paper presented at biannual meeting of the International Society for the Study of Behavioral Development. Recife, Brazil.

Martin, L.M.W., Goodman, J., & Sroka, I . (1993, April). I like the part where we did flips: Literacy in an after school program. Symposium paper: Laura Martin, (Chair). Ghostwriter: A mass media literacy project. Presented at the American Educational Research Association meetings, Atlanta.

Symposium Organized: (1993, April). Getting a grip on TV criticism. American Educational Research Association meetings, Atlanta.

Symposium Chaired: (1993, April). Meeting the challenges for formative research: Lessons from the Children's Television Workshop. American Educational Research Association meetings, Atlanta.

Symposium Chaired: (1993, April). A discussion of the influences of Vygotsky's school on American research: A response to V.V. Davydov. American Educational Research Association meetings, Atlanta.

Symposium organized: Math, Science, and Technology After School. (April, 1992) American Educational Research Association meetings, San Francisco.

Is there science and math after school. (With Mark St. John). (1992, April) Paper presented at the American Educational Research Association meetings, San Francisco.

Studying the transformation of machining activity by the introduction of computer control. (With S. Scribner and K. Beach). (1990, May). Paper presented at the Second International Standing Conference for Research on Activity Theory, Helsinki.

Symposium organized: Science and Literacy. (1989, March). American Educational Research Association meetings, San Francisco.

Words and Science. (With J. Hawkins). (1989, March). Paper presented at the American Educational Research Association meetings, San Francisco.

Symposium organized: Socializing Children into Science. (1988, April). American Educational Research Association meetings, New Orleans.

Teaching Problem Structure from Video and Everyday Life. (1988, April). Paper presented at the American Educational Research Association meetings, New Orleans.

Martin, L.M.W., Shirley, M, McGinnis, M. (1987). Final report on the Mathematics, Science and Technology Teacher Education Project. Report to the National Science Foundation. Bank Street College of Education.

Preparing Urban Teachers for the Technological Future. (1987, July). The World Assembly of the International Council on Education for Teaching, Eindhoven, The Netherlands.

Teaching technology: Creating environments for change. (With M. Honey and S. Robinson). (1987, April). Paper presented at the American Educational Research Association meetings, Washington, D.C.

Microworlds as motivating environments for instruction. (1987, April). Poster

presentation at the AERA meetings, Washington, D.C.

Souviney, R., Martin, L., & Black, S. (1984, August). Training secondary mathematics teachers: The San Diego California Mathematics Project. Report to the California Department of Education.

Observing in hyperactive children. (1983, August). Paper presented at the American Psychological Association, Los Angeles.

The effect of local context on children's logical problem solving. (1983, April). Poster session at the American Educational Research Association meetings, Montreal.

Control by rule statements in Piagetian problem environments. (1983, March). Paper presented at the Conference on Joint Problem Solving and Microprocessors, University of California, San Diego.

The use of peers as a resource in problem solving. (1981, October). Fifth Annual Conference of Danube Country Psychologists, Rostov Veliki, USSR.

EDITING, CONSULTING, REVIEWING, OTHER PROFESSIONAL EXPERIENCE

2014 Reviewer, *Mind, Culture, and Activity*

1996, 2000-2007, 2011, 2014
Reviewer, National Science Foundation 2008 – 2011

1999, 2000, 2006, 2009, 2012, 2013
Reviewer, Institute for Museum and Library Services

Advisory Board Member, Cyberschase Multimedia Study. NSF grant to S.Fisch, Mediakidz.

2008 – 2012 Advisory Board Member, Learning through Engineering Design and Practice: Using our Human Capital for an Equitable Future. NSF grant to T.G. Ganesh, ASU.

2006 – 2011 Advisory Board Member, Successful Scaffolding Strategies in Urban Museums: Research and Practice on Mediated Conversations with Families and Museum Educators. NSF grant to J. Lombana, Museum of Science and Industry, Tampa and D.A. Ash, University of California, Santa Cruz.

1998-present Editorial Board, *Curator*

1999 Editorial Advisory Board, *Dimensions*

	Association of Science Technology Centers
1999	Commentator, Free Choice Learning conference Institute for Learning Innovation
1997	Co-Editor, special issue of *Science Education* on informal learning
1996	Organizer, joint meeting of the ASTC study group and the MacArthur study group on Learning Out of School
1995-6	Participant, Research Task Force Association of Science/Technology Centers
1995-96	Reviewer, Cognition and Instruction
1995	Reviewer, Division C, AERA
1994 - present	Reviewer, Science Education; JRST, Journal of Museum Education
1993	Chair, Section 4 Division C, AERA Reviewer, Cognition and Instruction
1992	Participant, Learning Out of School Study Group, funded by MacArthur Foundation.
1990	Participant, New Investigator meetings: Social Issues and Technology, Social Science Research Council, Washington, DC
1988	Guest Editor, *Children's Environments Quarterly*, 5(4). Special issue, Children and the Interactive Electronic Environment
1988-2000	Reviewer, American Educational Research Association, Division C
1986-1988	Reviewer, *American Educational Research Journal*
1985-1989	Member, Subcommission on Psychology of Communication, International Research and Exchanges Board.

INSTRUCTION AND ADVISING

TEACHING

2013	*Learning Outside of School*, MLFulton College of Education, ASU
2001, 2	*Learning in Museums*, ASU Museum Studies Program
1985-87	*Child Development 0-5*, Bank Street College of Education
1984	*Play*, University of California, San Diego, Department of Communications

DOCTORAL ADVISEES

2000	Kirsten Ellenbogen, Vanderbilt University; Richard Duschl, Committee Chair
1992	Michael Cohen, City University of New York; Katherine Nelson, Committee Chair

COMMUNITY SERVICE

2012- present	Cactus-Pine Girl Scout Council STEM Innovation Circle
2012-2013	Digital Media Studies Advisory Committee, Rio Salado Community College
2011 – present	Member, First Things First, Early Learning Committee
2009	AZ STEM Center, Chair of Outreach Task Force
2008 -present	Board Member, U.S. Airways Foundation
2006 –2014	Board Member, Friends of Public Radio Arizona
2006- 2009	Member, Education Committee, Maricopa Partnership for Arts and Culture
2005-2006	Cactus-Pine Girl Scouts Council, Nominating Committee
2003-present	Organizer and Participant, Informal Learning Opportunities Network
2004	Judge, Intel International Science and Engineering Fair
2001	Member, Governor's Hot Team on Learning in the New Economy
2000	Member, Advisory Board, ASU Center for Research in Science, Math, Engineering, and Technology
2000	Governor's Strategic Plan for Economic Development High Tech Industry Cluster and Software Cluster Education Executive Committees
2000	Reviewer Arizona Community Foundation Education Proposals
2000	Judge, Intel Teacher Innovation Awards
1999, 2000	Judge, Flinn Foundation Scholars Program
1997-98	Governor's Strategic Plan for Economic Development Educational Technology Committee
1998	Judge, Valley Forward's Environmental Awards
1998	Co-Chair, Valley Forward's Imagination Subcommittee for Earth Fest

1998	Participant, City of Phoenix Educational Town Hall
1997	Advisor, Arizona Community Foundation
1997	Advisor, APS Educational Initiative
1996	Judge, Intel Teacher Innovation Awards
1994-99	Member, Advisory Committee, ASU Arizona Center for Excellence in Teacher Preparation
1994-99	Member, Phoenix Urban Systemic Initiative Management Team

PROFESSIONAL MEMBERSHIP

American Educational Research Association
National Science Teachers Association

Languages: French, Russian, intermediate Spanish