Daniel M. Levin

Assistant Clinical Professor, Division of Science and Mathematics
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University of Maryland
College Park, MD 20742
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1. EDUCATION

Ph.D. Curriculum and Instruction (Science Education), 2008
University of Maryland, College Park

Dissertation: *What secondary science teachers pay attention to in the classroom: Situating teaching in institutional and social systems.* (Committee: Janet Coffey, David Hammer, Andrew Elby, Daniel Chazan, Fatimah Linda Collier Jackson)

M.A.T Secondary Science Education, 1997
Towson University, Towson, Maryland

B.A. Biology and Anthropology, 1989

2. RESEARCH AREAS

- Practice-based science teacher education
- Formative assessment and responsive science teaching
- Disciplinary writing
- Scientific explanation and argumentation
- Qualitative methods
- Middle school teacher education

3. FACULTY APPOINTMENTS AND OTHER PROFESSIONAL EXPERIENCE

a. Regular Appointments

2013-Present **Assistant Clinical Professor**, Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park

2011-2013 **Visiting Assistant Professor**, Department of Curriculum and Instruction, University of Maryland, College Park

2009-2011 **Assistant Professor**, School of Education, Teaching, and Health, American University

2008-2009 **Visiting Assistant Professor**, Department of Curriculum and Instruction, University of Maryland, College Park

2006-2008 **Lecturer**, Department of Curriculum and Instruction, University of Maryland, College Park

2004-2005 **Professional Development Schools Coordinator**, Secondary Science Education, Department of Curriculum and Instruction, University of Maryland, College Park

b. Other Professional Experience

2005-2006 **Coordinator and Lead Teacher,** Science, Mathematics, and Technology Academy, Montgomery Blair High School, Montgomery County Public Schools

2001-2004 **Science Teacher,** Montgomery Blair High School, Montgomery County Public Schools; Courses Taught: Biology, Chemistry, Environmental Science, Research Methods

2000-2001 **Science Teacher,** Walter Johnson High School, Montgomery County Public Schools; Courses Taught: Chemistry, Earth Science

1998-2000 **Interdisciplinary Resource Teacher/Science Department Chair**, Takoma Park Middle School, Montgomery County Public Schools

1997-1998 **Science Teacher,** Takoma Park Middle School, Montgomery County Public Schools

1992-1997 **Biologist**, Laboratory of Cellular and Developmental Biology, National \Institute of Diabetes, Digestive, and Kidney Diseases, National Institutes of Health

1989-1991 **Research Assistant**, Department of Organismal and Evolutionary Biology, Harvard University

b. Visiting Appointment

Summer 2015 **Visiting Professor**, Faculty of Education, Southwest University, Chongqing, China

4. FACULTY RESPONSIBILITIES IN CURRENT POSITION (2013-PRESENT): TEACHING, SUPERVISING, AND ADVISING

a. University of Maryland Courses Taught (+ - courses designed in previous appointment at Maryland; *sections combined)

Course	Term
EDCI 414, *Interdisciplinary Teaching in the Middle Grades II + (UG)*	Spring 2017
EDCI 414, *Interdisciplinary Teaching in the Middle Grades II (G)**	Spring 2017
EDCI 488W, *Perspectives in Science*	Spring 2017
EDCI 676, *Reflection and Practice in Science Teaching +**	Spring 2017
EDCI 411, *Knowing, Reasoning and Learning in Science +*	Fall 2016
EDCI 675, *Learning to Teach and Learn Science +*	Fall 2016
EDCI 411, *Knowing, Reasoning and Learning in Science*	Summer 2016
EDCI 414, *Interdisciplinary Teaching in the Middle Grades II*	Spring 2016
EDCI 606, *Teaching and Learning in the Biological Sciences I +*	Spring 2016
EDCI 675, *Learning to Teach and Learn Science*	Fall 2015
EDCI 413, *Interdisciplinary Teaching in the Middle Grades I*	Fall 2015
EDCI 411, *Knowing, Reasoning and Learning in Science*	Summer 2015
EDCI 676, *Reflection and Practice in Science Teaching*	Spring 2015
EDCI 414, *Interdisciplinary Teaching in the Middle Grades II*	Spring 2015
EDCI 413, *Interdisciplinary Teaching in the Middle Grades I*	Fall 2014
EDCI 675, *Learning to Teach and Learn Science*	Fall 2014

EDCI 690, *Teaching as a Profession*	Summer 2014
EDCI 676, *Reflection and Practice in Science Teaching*	Spring 2014
EDCI 606, *Teaching and Learning in the Biological Science I*	Spring 2014
EDCI 675, *Learning to Teach and Learn Science*	Fall 2013
EDCI 413, *Interdisciplinary Teaching in the Middle Grades I*	Fall 2013
EDCI 411, *Knowing, Reasoning and Learning in Science*	Summer 2013
EDCI 676, *Reflection and Practice in Science Teaching*	Spring 2013

b. Supervising

2015-16 1 Load (undergrad middle school)
2014-15 1 Load (undergrad middle school)
2013-14 1 Load (undergrad middle school)
2012-13 1 Load (grad middle school)

c. Advising

Graduate Students

2015-16 25 Master's Students (MCERT, MA, M.Ed.)
2014-15 11 Master's Students (MCERT)
2013-14 19 Master's Students (MCERT)
2012-13 15 Master's Students (MCERT, M.Ed.)

d. Research Advising

i. Directing Professor, Master's Seminar Papers

Degree Conferred 2016

- Hannah E. Jardine – *Collaborative learning in an undergraduate life-sciences living-learning program: Case studies at multiple grains of focus*
- Ryan F. Barlow – *The effects of computer-based math instruction on student performance and retention in a community college developmental mathematics courses*

Degree Conferred 2014

- Allison Dodson (CONS) *Historically underrepresented students' perspectives on the environment*

Degree Conferred 2013 –

- Daniel T. Hutton -- *Science writing in the context of a balanced inquiry approach to primary science education*

ii. Advisor: Current Doctoral Students

- Hannah E. Jardine
- Alexander Kammerer

iii. Committee Member: Current Doctoral Students

- Kelly Mills
- Celestine Nakeli
- Ashley Coon
- Yewon Lee (CHSE)

iv. Dissertation Committee Member

2016 Kathryn Levenick Shirey, University of Maryland, College Park, *"How do we make this happen?" Teacher challenges and productive resources for integrating engineering design into high school physics.*

2015 Michael Neel, University of Maryland, College Park, *Learning to elicit, interpret, and respond to students' historical thinking: A case study of four teacher candidates*

2015 Laura A. Cathcart, University of Maryland, College Park, *The Salient Map Analysis for Research and Teaching (SMART) method: Powerful potential as a formative assessment in the biomedical sciences*

2014 Jessica Jane Demink-Carthew, University of Maryland, College Park. *Reform-oriented collaborative inquiry as a pedagogy for student teaching in middle school.*

2013 Colleen Gillespie, University of Maryland, College Park, *Exploring the variability in how educators attend to science classroom interactions.*

2013 Kristi Lyn Hall, University of Maryland, College Park, *Examining the effects of students' classroom expectations on undergraduate biology course reform*

2012 Tiffany Rose Sikorski, University of Maryland, College Park. *Developing an alternative perspective on coherence seeking in science classrooms*

2010 Xioawei Tang, University of Maryland, College Park. *From interaction to interaction: Exploring shared resources constructed through and mediating classroom science learning.*

5. SERVICE

a. Service to TLPL (2013-present)

2015-present:	Coordinator of M.Ed. Teacher Leadership STEM cohort program and other outreach efforts in the Center for Science and Technology in Education
2014-present	Member - Professional Faculty Merit Committee
2014	Coordinated Division 1 efforts to offer summer courses
2014-present	Terrapin Teachers Leadership Council
2013-present	Coordinator for Secondary Science NCATE/CAEP and Middle States reporting
2013-present	Coordinator for Middle School Program NCATE/CAEP and Middle States reporting
2013-present	Admissions coordinator for applications for undergraduate and MCERT middle school program admissions
2013-present	Admissions coordinator for applications for undergraduate and MCERT secondary science program admissions
2013-present	Member - Department Leadership Council

2013-present Member - Teacher/Leader Research and Education Committee (TLREC)

2013-2014 Member - Secondary education admissions revision committee

2013-2014 Member - Masters program revision committee

b. Service to the College of Education (2013-present)

2016-2017 Member - College of Education Senate Steering Committee

2015-2018 Member - College of Education Senate (Three-year term)

2015-present Member - Innovations and Partnerships Advisory Board

2014-2015 Member - Outreach Advisory Board

2014-present Member – Review Board – Support Program for Advancing Research and Collaboration (SPARC)

c. Service to the University of Maryland (2013-present)

2016-2019 Member – University Senate (three-year term)

d. Regional and National Service

2016 – present Board Member – Board of Directors, Friends of Jug Bay Wetlands Sanctuary

2015-2016 Panelist. Review panel for the Institute for Education Sciences (IES) National Center for Education Research's Mathematics and Science Education topic (NCER; Education Research Grants RFA, CFDA Number 84.305A)

2010-2014 Board Member - District of Columbia Board of Examiners.

2011 Panelist. Review panel for the National Science Foundation's Division of Research on Learning in Formal and Informal Settings (DRL), Discovery Research K-12 (DRK-12) program.

2004-2007 Committee Member - National Academy of Sciences, Committee on Science Learning, K-8.

e. Service to peer-reviewed academic journals and books

- American Biology Teacher (manuscript reviewer)
- Journal of the Learning Sciences (manuscript reviewer)
- Journal of Research in Science Teaching (manuscript reviewer)
- Educational Assessment (manuscript reviewer)
- SAGE Open Access Journal (article editor)
- Developmental Review (manuscript reviewer)
- *Mobile Pedagogy and Perspectives on Teaching and Learning,* (2013). McConatha, D.; Penny, C; Schugar, J., and Bolton, D. (Eds.). IGI Global. (chapter reviewer)
- *AERA Handbook of Research on Teaching*. (2016). Gitomer, D. and Bell, C.A. (Eds.). American Educational Research Association (chapter reviewer)

6. PUBLICATIONS

a. Educational Research

i. Books

Levin, D.M., Hammer, D., Elby, A., and Coffey, J. (2012). *Becoming a responsive science teacher: Focusing on student thinking in secondary science.* Arlington VA: NSTA Press

ii. Book Chapters

Levin, D.M., Kammerer, A., Jardine, H., Grosser-Clarkson, D., & Elby, A. (in review). Practice-based pre-service teacher education to support responsive middle school science teaching. In P. B. Howell, S. A. Faulkner, J. P. Jones, & J. Carpenter (Eds.)., *Preparing middle level educators for 21st Century Schools: Enduring beliefs, changing times, evolving practices.* Charlotte, NC: Information Age Publishing

Robertson, A. D., Atkins, L. J., **Levin, D. M.,** & Richards, J. (2016). What is responsive teaching? In A. D. Robertson, R. E. Scherr, & D. Hammer (Eds), *Responsive teaching in science.* London: Routledge

Zeyer, A., **Levin, D.M.,** and Keselman, A. (2015). For the mutual benefit: Health information provision in a science classroom. In Smith, C.A. and Keselman, A. (Eds.) *Crucial conversations: Meeting health information needs outside of healthcare*. Cambridge, UK: Chandos Publishing.

iii. Articles in Refereed Publications

Jardine, H., **Levin, D.M**., Quimby, B.B., & Cooke, T.J. (in press). Collaborative learning in an undergraduate life-sciences living-learning program: Case studies at multiple grains of focus. *Learning Communities Journal*

Jardine, H., **Levin, D.M.,** Quimby, B.B., & Cooke, T.J. (in press). Group active engagement (GAE) exercises: Pursuing the recommendations of vision and change in an introductory undergraduate science course. *Journal of College Science Teaching*

De La Paz, S., and **Levin, D.M.** (in press). Beyond "they cited the text": Middle school students and teachers' written critiques of scientific conclusions. *Research in Science Education*

Cooke, T.J., Quimby, B.B, Horvath, N.F., Jardine, H.E., **Levin, D.M.** (2016). Integrated Life Sciences (ILS): A new honors living-learning program at the University of Maryland. *Honors in Higher Education. 1: 1-30.*

Tang, X., Coffey, J., and **Levin, D.M.** (2015). Instructional use of scoring rubrics in high school biology classrooms: A help or hindrance to student learning? *American Biology Teacher 77*(9): 23-29

Wenger, J.J., **Levin, D.M.,** Sparks, W.O., Eastman, B.A., Tanu, E.D., and Keselman, A. (2015). "Nor any drop to drink": Students construct solutions for desalinating ocean water. *Science Scope 38*(8): 42-51

Hundal, S., **Levin, D.M**., and Keselman, A. (2014). Lessons of researcher-teacher co-design of an environmental health afterschool club curriculum. *International Journal of Science Education. 36*(9): 1-21

Keselman, A., **Levin, D.M.,** Hyundal, S., Kramer, J.F., Matzkin, K., and Dutcher, G. (2012). Teaching environmental health science for informed citizenship in the science classroom and afterschool clubs. *The International Journal of Science in Society*, *3*(3), 31-44.

Levin, D.M., Kramer, J.F., Keselman, A., and Barnes-Whitlock, B. (2012) Making the argument. *The Science Teacher 79*(5), 46-50.

Levin, D.M., Grant, T., and Hammer, D. (2012). Attending and responding to student thinking in science. *American Biology Teacher, 74*(3), 158-162

Levin, D.M and Richards, J. (2011). Learning to attend to the substance of student thinking in science. *Science Educator 20*(2), 1-11

Coffey, J., Hammer, D., **Levin, D.M.,** and Grant, T. (2011). The missing substance of formative assessment. *Journal of Research in Science Teaching*, *48*(10), 1109–1136

Keselman, A., **Levin, D.M.,** Kramer, J.F., Matzkin, K., Dutcher, G. (2011). Educating young people about environmental health for informed social action. *Umwelt und Gesundheit Online, 4,* 1-8. http://www.electronic-health-journal.com

Levin, D.M. (2010). The invented cell: Supporting students' reasoning about structure, function, and mechanism. *The Science Teacher*, *77*(9), 64-65

Levin, D.M. (2010). Explaining biological phenomena. *The Science Teacher* 77(6), 66-67

Levin, D.M., Hammer, D., and Coffey, J.E. (2009). Novice teachers' attention to student thinking. *Journal of Teacher Education 60*(2): 142-154

Tang, X., Coffey, J., Elby, A., and **Levin, D.M.** (2009). Scientific inquiry and scientific method: Tensions in teaching and learning. *Science Education 94*(1): *29-47*

iv. Papers in Conference Proceedings

Levin, D.M., and Richards, J. (2010). Exploring how novice teachers learn to attend to student thinking in analyzing case studies of classroom teaching and learning. *Proceedings of the International Conference of the Learning Sciences.* 1: 41-48

Tang, X., Coffey, J., **Levin, D.M.,** & Hammer, D. (2008). The scientific method and scientific inquiry: Tension as in teaching and learning. *Proceedings of the International Conference of the Learning Sciences.* 2: 374-381

v. Articles in Periodicals

Levin, D.M., and Mee, M. (in review). The boy in the middle: Attending to the social, intellectual, emotional, and physical needs of the middle school child.

Levin, D.M., Fleming, E.E., Napp-Avelli, C., and Storer, A. (2016, November). Planning for integration of mathematics and science in middle level classrooms. *Association of Middle Level Education Magazine.*

Levin, D.M., and Mee, M. (2016, March). Meeting the vision of This We Believe: Toward a developmentally responsive, challenging, empowering, and equitable education for young adolescents. *Association of Middle Level Education Magazine.*

b. Peer-reviewed Scientific Research

Brasaemle, D.L., **Levin D.M.,** Adler-Wailes, D.C., and Londos, C., (2000). The lipolytic stimulation of 3T3-L1 adipocytes promotes the translocation of cytosolic hormone-sensitive lipase to the lipid storage droplet. *Biochim. Biophys. Acta.,* 1483. 251-262

Londos, C., Brasaemle, D.L., Schultz, C.J., Adler-Wailes, D.C., **Levin, D.M.**, Kimmel, A.R., Rondinone, C.M., (1999). On the control of lipolysis in adipocytes. *Annals of the New York Academy of Sciences, 892 (The Metabolic Syndrome X).* 155-168

Londos, C., Brasaemle, D.L., Grui-Gray, J., Servetnick, D.A., Schultz, C.J., **Levin, D.M.,** and Kimmel, A.R., (1995). Perilipins: Unique proteins associated with intracellular neutral lipid droplets in adipocytes and steroidogenic cells. *Biochemical Society Transactions, 23.* 609-613.

Birchler, J., & **Levin, D.M.**, (1991). Directed synthesis of a segmental chromosomal transposition: An approach to the study of chromosomes lethal to the gametophyte generation in maize. *Genetics*, 127. 609-618.

Birchler, J., Chalfoun, D.J., & **Levin, D.M.**, (1990). Recombination in the B chromosome of maize to produce A-B-A chromosomes. *Genetics* 126. 723-733.

Kaufman, E., Nelson, T., Fales, H., & **Levin, D.M.**, (1988). Isolation and characterization of a hydroxyacid-oxoacid transhydrogenase from rat kidney mitochondria. *Journal of Biological Chemistry, 263.* 116872-116879

7. PRESENTATIONS

a. Keynotes and Invited Talks

Encouraging critical literacy in teaching and learning: Disciplinary literacy in science. Office of International and Executive Programs. University of Maryland, College Park. October 27, 2016.

Improving interactions between instructors and learners: Responsive teaching in science. Office of International and Executive Programs. University of Maryland, College Park. October 20, 2016.

Responsive teaching in science: Big ideas and small moments. Maryland Mathematics and Science Institute. Terrapin Teachers. University of Maryland, College Park. June 24, 2016.

Responsive teaching in science: Implications for teaching and teacher education. Plenary talk: Science & Mathematics Education Conference (SMEC 18). American University of Beirut. Beirut, Lebanon, March 12, 2016

Science education reform and responsive science teaching in the United States. Faculty of Education. Southwest University. Chongqing, China. June 29, 2015

Evolution revolution. Priddy Library. The Universities at Shady Grove. March 25, 2015.

Novice teachers' attention to students' thinking. NIH Science Education Conversations. National Institutes of Health, Office of Science Education. December 20, 2012

Learning from our students: How research on our teaching informs practice and policy. With Dr. Sarah Irvine-Belson. Scholarship on Teaching and Learning Panel Session. Center for Teaching, Research, and Learning, American University. November 18, 2010.

Toward responsive teaching practice. "ExPERT" teacher workshop, ExPERT program learning community, University of Maryland, College Park. July 24, 2010.

Keynote Speech: Educating the responsive teacher. Regional Project on Science Education in Primary and Secondary Schools in the U.S. The Graduate School, U.S. Department of State. March 15, 2010

Integrating biology content and inquiry. Howard Hughes Medical Institute Biology Teachers Symposium, University of Maryland, College Park, November 14, 2009

Taking Science to School: Report from the National Research Council's Committee on Science Learning K-8. Mathematics and Science Education Conference. East Tennessee State University. Johnson City, TN, May 30, 2007

b. Invited Workshops and Short Courses

Lesson planning and responsive instruction. Teachers2Teachers International, Santa Avelina, Guatemala, February 7-8, 2017

What happened to the water tower? Teachers2Teachers International, El Paredon, Guatemala, February 2-3, 2017

Responsive science teaching (short course). Faculty of Education, Southwest University, Chongqing, China, July 2-9, 2015

History, philosophy, and impact of school science inquiry in the United States: Guidance for curriculum and instruction. Huaxing Primary School, Jiangbei, Chongqing, China, July 6, 2015

Attending and Responding to Students' Thinking in Secondary Science, Association of Independent Maryland Schools, November 5, 2012

Learning to listen: Students' inquiry in the science classroom, Seminars for Teachers, University of Maryland, College Park, October 24 and November 7, 2012

Using case studies of student science learning to develop practices of attending to student thinking. Annual Meeting of the Association for Science Teacher Education. January 2010

Teaching scientific inquiry, Seminars for Teachers, University of Maryland, College Park, October 14 and October 18, 2009

PDS partners inquiring into student learning. Maryland Professional Development School (PDS) Conference: Professional Development Schools: Understanding, Reaching and Teaching a Community of Learners. May 2, 2009

Formative assessment, Knowles Science Teaching Foundation, October 17-18, 2008 and April 17-18, 2009

Everyday assessment, Apple Tree Early Learning Center, August 18, 2008

Using videocases to support and study preservice teacher learning: Two approaches, National Association for Research in Science Teaching (NARST), March, 2008

EXPERT teacher workshops, Montgomery County Public Schools/University Maryland Biotechnology Institute "EXPERT" teachers program, Summer 2004

***c. Peer-Reviewed Conference Papers, Posters, and Symposia*:**

Jardine, H., **Levin, D.M**., Quimby, B.B., & Cooke, T.J. (2016). *Students' expectations of collaborative learning: Case studies from an undergraduate life sciences living-learning program.* Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Baltimore, MD.

Jardine, H., **Levin, D.M**., Quimby, B.B., & Cooke, T.J. (2016). *Productive collaborative learning in a life sciences living-learning program.* Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

Levin, D.M., De La Paz, S., and Lee, Y. (2016). *Professional development to support teachers' practices of engaging students in constructing and critiquing explanations in science*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

Tang, X. and **Levin, D.M**. (2016). *Language as resource in science learning*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

Jardine, H., **Levin, D.M**., Quimby, B.B., & Cooke, T.J. (2016). *Understanding collaborative learning in a life sciences living-learning program through multiple grains of focus*. Paper presented at the Annual Conference of Ethnography in Education, Philadelphia, PA.

Grosser-Clarkson, D., **Levin, D.M.,** Neel, M.A., and Valli, L. (2016). *Attending to student thinking as an organizing practice of teacher education.* Symposium at the Annual Conference of the American Association of Colleges of Teacher Education, Las Vegas, NV.

Levin, D.M., and Mills, K. (2015). *Practice-based teacher education and the edTPA.* Paper presented at the Annual Conference of the Association for Middle Level Education, Columbus, Ohio

De La Paz, S. and **Levin, D.M.** (2015). *Writing and evaluating claims in middle school science classrooms.* Paper presented at the Annual Meeting of the American Educational Research Conference, Chicago, Ill

Braaten, M., Russ, R., Berland, L., Schwarz, C., Barton, A., Kang, H., Thompson, J., Luna, M., Hutchison, P., and **Levin, D.M.** (2015). *Developing, refining, and sustaining the next generation of responsive science teaching.* Symposium at the Annual Meeting of the National Association for Research in Science Teaching, Chicago, Ill.

Levin, D.M., (2014). *Promoting core practices in a middle-level mathematics and science teacher preparation program*. Paper presented at the Annual Conference of the Association for Middle Level Education, Nashville, TN

Barnes, S., Demink-Carthew, J., Hyler, M., **Levin, D.M.,** and Valli, L. (2014). *Re-designing teacher education as a practice-based venture.* Symposium at the Annual Conference of the American Association of Colleges of Teacher Education, Indianapolis, IN.

Hundal, S., **Levin, D.M.,** and Keselman, A. (2011). *Lessons of a researcher-teacher co-design of an environmental health afterschool club curriculum.* Paper presented at the Annual Meeting of the American Educational Research Conference, Vancouver, BC, Canada.

Keselman A., **Levin, D.M.**, Kramer, J., Matzkin, K., and Hundal, S. (2011). *Teaching middle school environmental health science for informed citizenship.* Paper presented at the Third International Conference on Science in Society. Washington, D.C.

Levin, D.M. (2011). *Supporting scientific inquiry among students with exceptionalities.* Paper presented at the Annual Ethnography in Education Research Forum, University of Pennsylvania. Philadelphia, PA.

Richards, J., **Levin, D. M**., & Hammer, D. (2011). *Supporting preservice teachers' reform- based practices: The importance of intellectual and emotional support in a teacher certification program.* Paper presented at 2011 American Educational Research Association Annual Meeting.

Levin, D.M., & Richards, J. (2010). *Practices of attending to student thinking can promote collaborative conversations about science.* Poster presented at the Annual Meeting of the Association of Science Teacher Education, Sacramento, CA.

Gillespie, C., **Levin, D. M.,** & Richards, J. (2010). Alex's honors physics class: A shift from a "science" to an "engineering" epistemological frame. Poster presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO.

Richards, J., & **Levin, D. M.** (2010). *Examining the "stickiness" of a teacher certification program focused on attending to student thinking*. Paper presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO.

Richards, J., & **Levin, D. M.** (2010). *Exploring the relationship between a preservice teacher's view of students and her practices of attending to the substance of student thinking.* Poster presented at the Association for Science Teacher Education 2010 International Conference, Sacramento, CA.

Levin, D.M., Gillespie, C. & Richards, J. (2009) *Understanding how and when novice teachers attend to student thinking*. Poster presented at the Annual Conference of American Educational Research Association, San Diego, CA.

Levin, D.M., & Richards, J. (2009) *Developing a professional vision for science education reform teaching*. Paper presented at the Annual Conference of the Association for Science Teacher Education, Hartford, CT.

Levin, D.M., Hammer, D., & Bybee, M. (2007). *Novice teachers' attention to student thinking: Confronting stage-based models of teacher development.* Poster presented at the Annual Conference of the American Educational Research Association, Chicago, Ill.

Levin, D.M., Coffey, J., Hammer, D., Sanyal, A., and Hopkins, N. (2007). *Teachers' attention to student thinking in social and institutional systems.* Poster presented at the Annual Conference of the American Educational Research Association, Chicago, Ill.

Levin, D.M., Hutchison, P., & Honda, S. (2005). *Teacher thinking about student inquiry.* Paper presented at the Annual Conference of the American Educational Research Association, Montreal, Canada

Levin, D.M., Azevedo, R., Winters, F.I., & Cromley, J.G. (2004). *How does a teacher scaffold students' self-regulated learning during a collaborative science inquiry investigation in GenScope?* Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.

Winters, F.I., Azevedo, R., & **Levin, D.M.** (2004). How do high-school students regulate their learning when using a computer-based environment to collaboratively engage in inquiry? Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.

Azevedo, R., Cromley, J.G., Winters, F.I., Moos, D.C., **Levin, D.M.**, & Fried, D.B. (2004). Adaptive scaffolding and self-regulated learning from hypermedia: A developmental study. Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.

8. GRANTS

2013-2107 *University of Maryland Noyce Scholars Program for Science Teachers.* Principal Investigator. NSF (#1239999).

2011—2014 *STEM Elementary Certification Grant.* Co-PI with Daniel Chazan. Maryland State Department of Education.

2009-2010 *Supplemental Sub-award: What influences teachers' modifications of curriculum?* (ESI 0455711). Principal Investigator.

2005-2008. *What influences teachers' modifications of curriculum?* National Science Foundation (ESI 0455711). Senior Staff Member. PIs Drs. David Hammer, Andrew Elby, and Janet Coffey, University of Maryland.

9. FELLOWSHIPS

2013-current Integrated Life Sciences Program, Honors College, University of Maryland, *Education Research Fellowship*

2011-2012 College of Education, University of Maryland, *Faculty Technology Fellow*

1998 National Institute of Diabetes, Digestive and Kidney Diseases, National Institutes of Health, *Summer Teacher Fellowship*

10. Consulting

2011 University of Maryland, College Park, MSMaRT Program. Supervising new teachers in Prince George's County Maryland

2010-2014 National Library of Medicine, Bethesda, MD. Consulting with NLM staff members to develop curriculum, in collaboration with teachers, for using the NLM's electronic resources in secondary classrooms.

2010 Washington Math, Science, and Technology Public Charter School, Washington, DC. Organized and co-taught a summer science institute for incoming 9th graders in the school's "STEP" program.

2007 National Academy of Sciences. Wrote dissemination materials for *Taking Science to School*, Report of the Committee on Science Learning, K-8

2004 University of Maryland. Wrote NCATE rejoinder

1994-1995 Alteon, Inc., Laboratory consulting

11. HONORS AND RECOGNITION

2015 UMD College of Education Award for Distinguished Scholarship (Clinical faculty)

2010-2011 Faculty Mellon Award (American University)

2003-2006 Master Science Teacher, Montgomery County Public Schools

1996 Maryland State Senatorial Scholarship for Graduate Study

1989 *Cum laude* graduate, Brandeis University

12. PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
- National Association of Research in Science Teaching
- Association for Science Teacher Education
- National Science Teachers Association
- Association for Middle Level Education
- American Association of Colleges of Teacher Education

13. TEACHER EDUCATION ACTIVITIES

2005-2006 PDS Site Coordinator – Blair High School, University of Maryland PDS Network

2004 Cooperating teacher - Johns Hopkins University

1999, 2002 Cooperating teacher – University of Maryland

14. CURRICULUM DEVELOPMENT

2002-2003 Curriculum writer - Montgomery County Public Schools Biology Curriculum

15. CERTIFICATION

Advanced Professional Certificate, State of Maryland. Biology 7-12; Chemistry 7-12