
Ana Margarita Rivero Arias

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EDUCATION

Doctor of Philosophy Specialty in Teaching, Curriculum, & Learning University of Nebraska-Lincoln	December 2017
Master's in Organizational Development Universidad de Monterrey Mexico	August 2008
Master's of Education Universidad de Monterrey, Mexico	June 2004
Food Industry Engineer <i>cum laude</i> Universidad de Monterrey Mexico	December 1996

CERTIFICATION

High School National certification in reform-based teaching.
National Board of Education (*Secretaría de Educación Pública, SEP*)
México

RESEARCH INTERESTS

Metacognitive knowledge and practices in secondary science teachers.
Content knowledge for teaching physical science.
School – university partnerships for elementary educator preparation programs.
Ungrading and alternative assessment tools for educator preparation programs.
Curriculum design of education preparation programs based on critical inquiry and responsive practices.

PROFESSIONAL APPOINTMENTS

Seattle University
College of Education. K-12 Teaching, Learning, and Social Justice Department
Clinical Assistant Professor STEM Education, 2017 – 2024.
Clinical Associate Professor STEM Education, 2024-Today

University of Nebraska-Lincoln (UNL)
Research assistant, 2013-2017
Teaching assistant, Summer 2015 & Summer 2016
Practicum and student teacher supervisor, 2014-2016

Universidad de Monterrey (UEM) – High School Prepa UDEM
Academy of Natural Sciences Director, 2004-2013
Professional development facilitator on high school reform-based teaching, 2007-2013
Full-time high school science, math, and home-room teacher, 1998-2004

September 2026

TEACHING

- Designed (including syllabi, course activities, materials, assignments, and evaluation) and co-taught hybrid and online courses for the MEd. in Transformational Teaching and Learning:
 - Online: TEED 5212 – Learners and Communities III – Fostering Inclusive and Humanizing Learning Communities. Five online modules (WQ 2025). In collaboration with Colleen Loranger.
 - Hybrid: TEED 5221 – Teaching for Social Justice II – Pedagogies of Critical Inquiry in Elementary Science and Social Studies (WQ 2025). In collaboration with Dr. Margit McGuire.
- Designed (including syllabi, course activities, materials, Canvas, assignments, and evaluation) and taught new education courses for graduate and undergraduate teacher candidates about science education (for secondary and elementary schools), foundations of instructional planning, learning theories, and reflective practice using research-based and student-centered strategies at Seattle University, College of Education, educator preparation programs (FQ 2017 – Today):
 - Graduate courses: TEED 5012 – Introduction to Instructional Planning (strand, 2 CR, SQ 2018); TEED 5022 – Secondary Culturally Responsive Teaching (strand, 1 CR, WQ 2018); TEED 5022 – Secondary Teaching Methods (strand, 2 CR, FQ 2019); TEED 5114 – Antiracist Practice and Sociocultural Theories of Learning (3 CR, FQ 2023); TEED 5131 – Secondary Science Methods (5 CR, FQ 2022); TEED 5150 – Reflective Teaching for Social Justice (3 CR, SQ 2023); TEED 5124 – Elementary Science Teaching Methods (3CR – WQ 2024),
 - Undergraduate courses: EDLS 3100 – Principles of Effective Teaching for Diverse Schools (5 CR/3 CR), EDLS 3800 – Math and Science Instruction and Assessment II (5 CR);
- Revised (including syllabi, course activities, materials, Canvas, assignments, and evaluation) and taught courses about foundations in instructional planning, science teaching methods (elementary and secondary), reflective practice, culturally responsive teaching, learning theories, peer coaching applying research-based and student-centered strategies (with emphasis in inquiry and metacognition) at Seattle University, College of Education, educator preparation programs (FQ 2017 – Today):
 - TEED 5112 – Introduction to Instructional Planning (2 credit strand, for secondary and elementary graduate teacher candidates): From FQ 2017 to SQ 2022.
 - TEED 5113 – Peer coaching (2 CR strand, for secondary and elementary graduate TCs): From FQ 2017 – FQ 2020.
 - TEED 5022 – Culturally and Linguistically Responsive Teaching (1 credit strand, for secondary graduate TCs): WQ 2018.
 - TEED 5022 – Secondary Teaching Methods (2 credit strand, for secondary science graduate TCs): From WQ 2019 to WQ 2022.
 - TEED 5040 – Reflective Teaching for Social Justice (3 credit course, for secondary and elementary TCs): From Summer RQ 2018 to RQ 2022.
 - EDLS 3100 – Principles of Effective Teaching for Diverse Schools (5 & 3 credits, field-based course, for elementary undergraduate TCs): From FQ 2019 to today).
 - EDLS 3820 – Math and Science Instruction and Assessment II (5 credits, field-based course, for elementary science undergraduate TCs): From FQ 2020 to FQ 2023).
 - EDLS 3800 – Math and Science Instruction and Assessment I (5 credits, field-based course, for elementary science undergraduate TCs). From SQ 2023 to today.
 - TEED 5114 – Antiracist Practice and Sociocultural Theories of Learning (3 credit course, for secondary and elementary graduate TCs): From FQ 2022 – Today.
 - TEED 5131 – Secondary Science Teaching Methods (5 credit course, for secondary science graduate TCs): From WQ 2022 to Today.
 - TEED 5124 – Elementary Science Teaching Methods (2 & 3 credit course, for elementary, graduate teacher candidates): WQ 2023 – Today
 - TEED 5150 – Reflective Teaching for Social Justice (3 credit course, for elementary and secondary graduate teacher candidates): SQ 2023

- Coached more than 47 secondary science teacher candidates during their full-time internship, including 28 secondary science teacher candidates, seven Spanish as a second language, three ELA, four math, four arts and one social study, using a student-centered coaching approach. WQ 2017 – today.
- Design and taught an instructional planning backwards design workshop for teachers in the Seattle School of Boys, applying Muhammad's (2023) HILL framework with practicing teachers. WQ 2023- SQ 2023.
- Designed and taught using remote instruction, including synchronous and asynchronous activities: EDLS 3100 – Principles of Effective Teaching, EDLS 3280 – Elementary Math and Science Instruction and Assessment, TEED 5040 – Reflective Teaching for Social Justice, TEED 5012_07 Curriculum and Instruction, TEED 5022 (Secondary science strand). SQ 2020 – RQ 2021.
- Coached 12 student teachers via remote learning. Designed online seminars and lesson studies to support their learning during the schools' shut down, SQ 2020 – SQ 2021.
- Designed and taught field-based courses for the undergraduate teacher preparation program at Seattle University: EDLS 3100 - Principles of Effective Teaching and Math, EDLS 3820 – Elementary Math & Science Teaching Methods and Assessment II (Fall 2018-Fall 2022) and EDLS 3800 – Elementary Math & Science Instruction and Assessment I (SQ 2023 – today).
- Co-taught graduate courses with teacher education faculty, such as TEED 5012 - Introduction to Instructional Planning (FQ 2017 - FQ 2020), TEED 5112 – Teaching for Social Justice II – Science and Social Studies Pedagogies (WQ 2025), TEED 5221 – Learners and Communities III – Fostering Inclusive Learning Communities (WQ 2025) in the graduate level, FQ 2017 – today.
- Co-taught secondary science methods course for undergraduate and master preservice science teachers at University of Nebraska-Lincoln. (RQ 2015 and SQ 2016).
- Designed and facilitated lessons for the science methods course (Vernier probes, assessment, and equity in science education) at the MAST program, University of Nebraska-Lincoln, 2014-2016.
- Facilitated the third module (40 hours) of the seminar about reform-based competencies for national teacher certification for more than 100 high school teachers in Mexico, 2010-2013.
- Designed and facilitated UDEM Institutional Academic Integrity course, 2010-2013.
- Designed and taught a high school chemistry curriculum, activities, and evaluation for a high-needs vocational school in Monterrey, Mexico (*Preparatoria Politécnica Santa Catarina*), 2010-2013.
- Designed items for teachers' competencies evaluation at the National Evaluation Center in Mexico (CENEVAL), 2012.
- Taught high school chemistry I and II, biology I, algebra I and II, geometry, research methods, 1998-2013.
- Accompanied, interviewed, followed up and taught high school students as their home room teacher. Interviewed parents for high-risk students.
- Designed and taught research methods online for high school students, 2003-2005.
- Designed professional development for science teachers on inquiry-based teaching, cooperative learning, scientific practices, teaching competencies and standards, and academic integrity, 2007-2013.

SCHOLARSHIP

- Analyzed partnership work between the undergraduate preparation program and the school partner. Participated in the IRB approval, designed survey and conducted open-ended interviews, analyzed data. Manuscript in progress (RQ 2022 to today).
- Analyzed data about ungrading in alternative assessment practices for teacher certification (Teaching for Equity Project) (FQ 2022 – today).
- Studied the impact of an alternative tool for teaching certification, the Teaching for Equity Project (TEQ) in graduate and undergraduate teacher candidate, first as a pilot study (AY2021-2022) and later with IRB approval (AY 2022-2023). As part of a research group, we collected data (interviews, artifact analysis, and focus group) to analyze the impact of the project in teacher candidates. Manuscript in progress (RQ 2022 – today).

- Collaborated in the analysis of the use of engineering practices in regular secondary science classrooms. Manuscript under revision (RQ 2020 – today).
- Applied non-violence communication and restorative practices (e.g., community circles) to support and model for secondary and elementary teachers teaching in complex times, FQ 2020 – SQ 2021.
- Participated in the validation of an inquiry-base teaching observation tool – *Discourse in Inquiry Science Classrooms* (DiISC) Version 2.0, FQ 2018 – FQ 2024
- Analyzed misconceptions and subject matter knowledge of chemistry teachers needed to support effective science teaching, 2016-2021.
- Designed courses and observation field guides for the Science and Math Education (SMED) Undergraduate Program, Winter and Spring 2019.
- Explored knowledge and practices of metacognition and reflective practices in beginning secondary science teachers using a multi-methods approach, 2016-2018.
- Analyzed and evaluated inquiry skills of the graduate teachers from the MAST program (Master of Arts with emphasis in science education), 2013-2017.
- Supported the development of a National Science Foundation (NSF) grant proposal to fund a new teachers' research study, 2015.
- Analyzed collected data and prepared conference proposals, 2015-2017.
- Designed a survey to analyze the health habits of the student population, as part of a longitudinal study. Developed six health campaigns for high school students, teachers, and families, 2007-2013.
- Headed an action-research project on high school reform-based assessment practices, 2010-2013.
- Collaborated in a case study about using iPads in high school chemistry classroom, 2012-2013.
- Developed a diagnosis and team building intervention for a manufacturing company, 2007-2008.

SERVICE

- Served as assistant program director for graduate teacher education programs (FQ26 – today).
- Served as co-program director of the undergraduate teacher education program (WQ25-SQ26).
- Collaborated in the design of a Master in Transformational Teaching and Learning (M.Ed.) for working professionals at Seattle University. RQ 2022 – today.
- Presented instructional materials for teacher educators based on content knowledge for teaching (CKT), a research work from Western Washington University on NARTS' Webinars Series, SQ 2022.
- Designed (in collaboration with faculty in my programs) a culminating assessment for Seattle University's Teacher Education Programs, including an ePortfolio to collect artifacts, a defense, a community show case presentation (storytelling) and a final conference, including assessment tools (e.g., checklist for ePortfolio). RQ 2021 – FQ 2022,
- Designed new set of competencies for Seattle University's Teacher Education Programs, RQ 2021.
- Reviewed proposals for the National Science Teaching Association (NSTA) National Conference. SQ 2023.
- Collaborated as a member of hiring committees for Teacher Education Faculty and for the College of Education (i.e., CLRT Faculty, Special Education Faculty, and Director of Equity in Computer Science Education Program, Literacy for Elementary Education). SQ 2021, SQ 2022, FQ2023, SQ2024.
- Participated as part of the COE Bylaws committee, collaborating with the design of a Bylaws document proposal (Win 2020 – Win 2022).
- Organized a foundations oral assessment for MIT teacher candidates. It is a collaborative summative assessment to support teacher candidates' integration of their foundations courses (FQ 2020 –today).
- Collaborated in the master's in teaching re-design group. Designed the curriculum for courses in the graduate level (e.g., elementary & secondary science methods, instructional planning, capstone project) and structure, RQ 2018 – FQ 2021.
- Participated in the recruitment and selection process (including interviews and applications reviews) for applicants interested in entering to Seattle University master's in teaching (MIT) (WQ 2020 – today).

- Led the teacher education Professional Education Advisory Board (PEAB) (FQ 2018 – SQ 2020). During AY 18-19 the PEAB included exclusively the Mater is Teaching (MIT) program. On AY 19-20 we expanded the PEAB to include all the teacher education programs.
- Designed and presented a professional development for tutors (video-recorded) for Hampton Tutors about metacognition (FQ 2019).
- Developed school partnerships to implement field-based instruction at elementary and secondary levels.
 - For SU EDLS educator preparation program (undergraduate), I have worked with Bailey Gatzert Elementary School (Seattle Public Schools) and Seattle University Center of Community Engagement (CCE) (FQ 2017 – SQ 2018), Eastgate ES (Bellevue School District) (FQ2022 – SQ 2023), and Enatai Elementary School (BSD) FQ 2017 – Today.
 - For SU secondary science methods, I worked at Raisbeck Aviation High School (Highline School District), observing and teaching a biology lesson (WQ 2024).
- Participated in the after-school program at Bailey Gatzert ES and SU Center of Community Engagement, FQ 2019 - SQ 2019.
- Participated as part of the MIT Professional Education Advisory Board (PEAB), FQ 2018-SQ 2019.
- Participated as part of the search committee for the senior administration counselor position for the College of Education, FQ 2018.
- Reviewed proposals for UNL Graduate Student Association's Graduate Travels Award Program, 2016-2017.
- Reviewed proposals for the National Association for Research in Science Teaching (NARST) International Conference, 2017 - 2019.
- Reviewed articles for the school journal, Nebraskan Educator, 2015-2016.
- Served as secretary in the school Graduate Student Association, 2014-2015.
- Facilitated seminars to develop community leaders as part of a social project called "Universidad de Barrios", 2009-2013.
- Collaborated in the design of UDEM Sustainability Center, 2011-2012.
- Academic integrity presentation, parents' school meeting, UDEM High school Unidad Gonzalitos, 2012.

ADMINISTRATION

- Recruited, selected, coordinated, coached, and evaluated more than 30 high school science teachers (biology, chemistry, environmental science, organic chemistry, and anatomy) and four laboratory assistants every year, 2004-2013.
- Administered and supervised the science curriculum, activities, and assessment in four different programs (bicultural, bilingual, International, and vocational) for 3000 high school students every year.
- Collaborated, as part of the board of high school directors, in planning, organizing, and evaluating projects, recruitment activities, interventions, and curricular revisions, 2004-2013.
- Directed and supervised international advanced science high school courses and evaluation (International Baccalaureate and the College Board's Advanced Placement Program), 2004-2013.
- Designed the science laboratories and systematized safety standards and procedures in five schools.
- Developed on line courses and introduced technology (i.e., smart boards, use of iPads in the science classroom, Blackboard-supported courses) in the science department, 2004-2013.
- Organized more than 10 field trips (national and international) and experiences outside the classroom for high school students (e.g., visit to science museums, recycling facilities, conferences).
- Renewed the Academy of Natural Sciences evaluation system, introducing science standards, and formative and summative assessments.

SCHOLARSHIP IN PROGRESS

- Knowledge and practices of metacognition (and reflective practices) in secondary science teachers.
- Development of a culminating assessment for teacher education programs at Seattle University.
- Impact of ungrading practices in educator preparation programs.
- Engineering practices for preservice and in-service teachers.

PROFESSIONAL ORGANIZATION

Member of the National Science Teaching Association (NSTA), 2019 – today.
 Member of the National Association for Research in Science Teaching (NARST), 2015-2021.
 Member of the European Science Education Research Association (ESERA), 2018-2019.
 Member of the American Educational Research Association (AERA), 2017-2018 & 2021-2024
 Member of the Association for Science Teacher Education (ASTE), 2016-2017. 2024-2025.

CONFERENCE PRESENTATIONS

- International, peer-reviewed presentations:

Rivero A.M. (2026). *Teaching engineering in a physical science lesson to elementary teacher candidates: Design of a lime-ade*. Presentation at the annual meeting of the National Teaching Association (NSTA). April 15-18, 2026. Anaheim, CA, USA.

Adams, C., **Rivero A.M.** and Loranger, C. (2026). *(Re)imagining Teacher Education Performance Assessments from a Justice and Equity Perspective*. Presentation at the annual meeting of the American Education Research Association (AERA): Unforgetting Histories and Imagining Futures. Constructing a New Vision for Educational Research, April 8-12, 2026. Anaheim, CA, USA.

Adams, C. & **Rivero A.M.** (2024). *Ungrading in Teacher Education: A Pedagogical Tool to Promote Equity, Justice, and Deeper Learning*. Paper and presentation at the annual meeting of the American Education Research Association (AERA): Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action, April 11-14, 2024. Philadelphia, PA, USA.

Adams, C., **Rivero A.M.**, & Pisani, S., & (2024). *Moving Beyond the edTPA: The Teaching for Equity Project as an Alternative Social-justice Certification Assessment*. Presentation at the annual meeting of the American Association of Colleges for Teacher Education (AACTE) Annual Meeting: Ascending New Heights: Propelling the Profession into the Future, February 16-18, 2024. Gaylord Rockies, CO, USA.

Pisani, Sh., MacDonald, A. **Rivero A.M.**, & (2024). *Partnerships*. Presentation at the annual meeting of the American Association of Colleges for Teacher Education (AACTE) Annual Meeting: Ascending New Heights: Propelling the Profession into the Future, February 16-18, 2024. Gaylord Rockies, CO, USA.

Adams, C., **Rivero A.M.** & Pisanni, Sh. (2023). *The Teaching for Equity Project: An Alternative Social-Justice Oriented Teacher Certification Assessment*. Paper and presentation at the annual meeting of the American Education Research Association (AERA): Integrating Consequential Education Research in Pursuit of Truth, April 13-16, 2023. Chicago, IL, USA.

Lewis, E., Lucas, L., Holding, B., Tankersley, A., **Rivero, A.** & Baker, D. (2022). *Discourse in Inquiry Science Classrooms (DiISC) Version 2.0: Developing a Validity Argument for a Secondary Science Classroom Observation Instrument*. Paper and presentation at the annual meeting of the National Association for Research in Science Teaching (NARTS), March 27-30, 2022. Vancouver, BC, Canada.

Adams, C., Rodrigues-Gianakis, C., **Rivero, A.**, Wellington, R. (2022). Walking the Walk: Using Community Meetings to Develop Anti-racist Pre-Service Teachers by Centering on Social Emotional Wellbeing and Belonging. Strand I: Preparing Educators In and For the Future. In AACTE 74th Annual Meeting, "Rethink, Reshape, Reimagine, Revolutionize: Growing the Profession Post Pandemic", March 4 – 6, 2022. New Orleans, LA.

Hassler, E., Tankersley, A., **Rivero, A.**, Lucas, L., & Lewis, E.B. (2022). Secondary Science Teachers' Curricular Use of NGSS Engineering Practices. Individual Paper Presentation in the STEM Education thread for the 2022 Association for Science Teacher Education (ASTE), January 2022. Greenville, SC.

Lewis, E., Lucas, L., Tankersley, A., Hasseler, E., **Rivero, A.** & Holding, B. (2021). *Testing Two Teacher Preparation Programs for Effective Science Teaching*. Paper and presentation at the annual meeting of the National Association for Research in Science Teaching (NARTS), April 7-10, 2021. Online.

Rivero, A., & Lewis, E. (2019). Reflection and Inquiry-Based Teaching: Exploring Reflective Practices In Beginning Secondary Science Teachers. Presentation proposal submitted to the biannual conference of the European Science Education Research Association, August 26-30 2019. Bologna, Italy.

Lewis, E., Lucas, L., Tankersley, A., Hasseler, E., **Rivero, A.**, & Holding, B. (2019). Predictors of inquiry-based science teaching. Presentation at the biannual conference of the European Science Education Research Association, August 26-30 2019. Bologna, Italy.

Rivero, A.M. & Lewis, E.B. (2018). Bonding Ideas about Inquiry: Exploring Knowledge of Metacognition in Beginning Secondary Science Teachers. Presentation at the annual meeting of the National Association for Research in Science Teaching (NARST), March 10-13, 2018: Atlanta, GA.

Lewis, E.B., **Rivero, A.M.**, Lucas, L., & Tankersley, A. (2018). Beginning Science Teachers' Subject Matter Knowledge, Misconception and Emerging Inquiry-based Teaching Practices. Paperset presented at the annual meeting of the National Association for Research in Science Teaching (NARST), March 10-13, 2018: Atlanta, GA.

Lewis, E.B., **Rivero, A.M.**, Musson, A., Lu, J., and Lucas, L. (2016). Building Exemplary Teaching Practices: Following the Paths of New Science Teachers. Paperset presented at the annual meeting of the National Association for Research in Science Teaching (NARST), April 14-17, 2016: Baltimore, MD.

Rivero, A.M (2007). Comparative study of students' human values promotion of an on-line and face-to-face high school chemistry teacher (*Estudio comparativo de la presencia y promocion de valores de un maestro de química en las modelidades presencial y en línea en alumnos de preparatoria*). Educational Technology. Conference, June, 2007: Monterrey, N.L., Mex.

Albraith, C., Reinkordt, E., and **Rivero, A.** (2014). Sustainable high school change in Nebraska. Presentation at the Alternative Education Resource Association (AERO) Conference, June 26th, 2014: Long Island, NY.

- Local, peer reviewed presentations:

Lewis, E.B., Musson, A.A., Lu, J., **Rivero, A.M.**, & McCarty, R. (2014) Evaluating A Graduate-Level Teacher Education Program. Paperset presented at the 2014 Nebraska Academy of Science (NAS) Annual Meeting, April 11, 2014: Lincoln, Nebraska.

Rivero, A., (2014). Equity as a desire goal in science teaching: An analysis of pre-service teachers' reading responses. Presentation at College of Education and Human Sciences (CEHS) Students Conference, November, 2014: Lincoln, Nebraska.

- Presentation to the University of Nebraska-Lincoln:

Lewis, E.B., **Rivero, A.**, Lyrica, L., Tankersley, A., & Holding, B. (2017) Discipline-Based Education Research Group, November 9, 2017. Title: *Beginning science teachers' subject matter knowledge, misconceptions, and emerging inquiry-based teaching practices.*

POSTER PRESENTATIONS

Lewis, E., **Rivero, A.**, Lucas, L., Musson, A., Tankersley, A. (2018). Beginning Science Teachers' Subject Matter Knowledge, Misconceptions, and Emerging Inquiry-based Teaching Practices. Poster to be presented at the 2018 National Meeting of the NSF Robert Noyce Program Conference, July 16-18: Washington, D.C.

Lewis, E.B., **Rivero, A.**, Musson, A., Lu, J., and Lucas, L. (2015). Enacted Teaching Practices of Induction-level Science Teachers. Poster presented at the 2015 Regional Meeting of the NSF Robert Noyce Program Conference, October 29-30, 2015: Omaha, Nebraska.

Rivero, A. (2015). Developing formative assessment skills in secondary science education preservice teachers. Poster presented at the 2015 UNL Research Fair, April 14th, 2015: Lincoln, Nebraska.

OTHER PRESENTATIONS:

Supporting Elementary Teachers: Content Knowledge for Teaching about Matter. Webinar. NARST Research to Practice Series. May 25th, 2022. Participation as a Panel. Collaboration between Western Washington University and ETS.

PUBLICATIONS

Lewis, E.B., Lucas, L., Holding, B., Tankersley, A., Hasseler, E., **Rivero, A.M.**; Baker, D. (2024). Measuring Scientific Classroom Discourse: The DiISC Version 2.0's Validity and Use in Observing Secondary Science Lessons". *School Science and Mathematics Journal*. <http://doi.org/10.1111/ssm.18325>

Lewis, E. B., **Rivero, A.**, Lucas, L., Tankersley, A., & Musson, A. (2021). Setting Empirically Informed Content Knowledge Policy Benchmarks for Physical Science Teaching. *Journal of Research in Science Teaching*, 58(8), 1238-1277. <https://doi.org/10.1002/tea.21709>

Lewis, **E.B.**, **Rivero, A.M.**, Musson, A.A., Lucas, L.L., Tankersley, A., & Holding, B. (2020). Educating effective science teachers: Preparing and following teachers into the field. In J.E. Carinci, S.J. Meyer, & C. Jackson (Eds.) *Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students*. Information Age Publishing, Inc (pp. 87-130).

Rivero, A. & Lewis, E. (2020). Reflection and Inquiry-based Teaching: Exploring Reflective Practices in Beginning Secondary Science Teachers. In Levriani, O. & Tasquier, G. (Eds.), *Electronic Proceedings of the ESERA 2019 Conference. The beauty and pleasure of understanding: engaging with contemporary challenges through science education, Part 3, Strand 3 Science Teaching Processes* (co-edited by Sabine Fechner & Roald Verhoeff), (pp. 320-329). Bologna, Italy: Alma Mater Studiorum- University of Bologna. ISBN 978-88-945874-0-1.

Lewis, E.B., **Rivero, A.M.**, Musson, A., Lucas, L., Tankersley, A., & Lu, J. (2019). Educating Effective Science Teachers: Preparing and following Teachers into the Field. University of Nebraska-Lincoln. Chapter 3. IAP Book Series: *Contemporary Perspectives on Accreditation, Assessment, and Program Evaluation in Educator Preparation*. Volume II. Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students. Jennifer E. Carinci, Stephen Meyer, and Cara Jackson (Editors). ISBN: 978-1-64113-957-1.

PUBLICATIONS IN PROGRESS

Lewis, E.B., Lucas, L., Tankersley, A., Hasseler, E., **Rivero, A.**, & Holding, B. (In prep.). Comparing two teacher preparation programs to predict aspects of effective early- and mid-career science teaching. *Science Education*.

*Pisani, Sh., MacDonald, A., & **Rivero Arias, A.M.** (In prep.). Partnerships between an Educator Education Program and an elementary school.*

Adams, C., **Rivero Arias A.M.**, & Pisani, S. (In prep.). Moving Beyond the edTPA: The Teaching for Equity Project as an Alternative Social-justice Certification Assessment.

*Hesings, E., Ray, T. Tankersley, A., **Rivero, A.M.** (In review). Teachers' use of NGSS engineering practices in science lessons. Journal of Teacher Education.*

CONFERENCES IN PROGRESS

GRANT DISSEMINATION REPORTS

Lewis, E.B., Augustyn, L., Frederick, A., Garrett, A., Lucas, L., Musson, A., and **Rivero, A.** (2016). *Noyce Science Teacher Master of Arts with emphasis in Science Teaching Program: Meeting Challenges of 21st Century Classrooms*. UNL Noyce Track I, Phase I, Final Report. University of Nebraska-Lincoln. (Note: Authors listed in alphabetical order after PI)