

ERIN MARIE FURTAK

School of Education, UCB 249
University of Colorado
Boulder, CO 80309

erin.furtak@colorado.edu
303.492.4242 (office)
303.491.7090 (fax)

EDUCATION

- 2002 – 2006 **Stanford University**, School of Education, Stanford, California
Ph.D. in Curriculum and Teacher Education, Science Education
Dissertation: The Dilemma of Guidance in Scientific Inquiry Teaching
- 2000 - Present **Professional Teacher License**, State of Colorado
Secondary Science
License # 0254645
- 1999 – 2001 **University of Denver**, Denver, Colorado
M.A. in Education
Specialization in Technology in Education
- 1995-1999 **University of Colorado**, Boulder, Colorado
B.A. in Biological Sciences - Environmental, Population, and Organismic Biology

PROFESSIONAL EXPERIENCE

- 2008 - **Assistant Professor**, Curriculum and Instruction, School of Education
University of Colorado, Boulder, Colorado
- 2006 - 2008 **Research Scientist**, Max Planck Institute for Educational Research, Berlin,
Germany
- 2006 - 2007 **Guest Researcher**, Leibniz Institute for Science Education, Kiel, Germany
- 2005 – 2007 **Consultant**, WestEd, San Francisco, California
- 2005 - 2006 **University Supervisor and Teaching Assistant**, Stanford Teacher Education
Program
- 2002 – 2006 **Research Assistant**, Stanford Education Assessment Laboratory, Stanford
University, California
- 2000 – 2002 **Science Teacher**, Wheat Ridge Senior High School, Wheat Ridge, Colorado

REFEREED JOURNAL PUBLICATIONS

- Furtak, E. M., & Alonzo, A. C. (In Press). The Role of Content in Inquiry-Based Elementary Science Lessons: An Analysis of Teacher Beliefs and Enactment. *Research in Science Education*.
- Furtak, E. M., & Ruiz-Primo, M. A. (2008). Making Students' Thinking Explicit in Writing and Discussion: An Analysis of Formative Assessment Prompts. *Science Education*, 92, 799-824.

- Furtak, E. M., Ruiz-Primo, M. A., Shemwell, J. T., Ayala, C. C., Brandon, P., Shavelson, R. J., Yin, Y. (2008). On the Fidelity of Implementing Embedded Formative Assessments and its Relation to Student Learning. *Applied Measurement in Education, 21(4)*, 360-389.
- Ayala, C. C., Shavelson, R. J., Ruiz-Primo, M. A., Brandon, P., Yin, Y., Furtak, E. M., Young, D.B., & Tomita, M.K. (2008). From Formal Embedded Assessments to Reflective Lessons: The development of formative assessment suites. *Applied Measurement in Education, 21(4)*, 315-334.
- Brandon, P., Young, D. B., Shavelson, R. J., Jones, R., Ayala, C. C., Ruiz-Primo, M. A., Yin, Y., Tomita, M.K., & Furtak, E.M. (2008). Lessons Learned from the Process of Curriculum Developers' and Assessment Developers' Collaboration on the Development of Embedded Formative Assessments. *Applied Measurement in Education, 21(4)*, 390-402.
- Shavelson, R. J., Young, D. B., Ayala, C. C., Brandon, P. R., Furtak, E. M., Ruiz-Primo, M. A., Tomita, M.K. & Yin, Y. (2008). On the Impact of Curriculum-Embedded Formative Assessment on Learning: A collaboration between curriculum and assessment developers *Applied Measurement in Education, 21(4)*, 295-314.
- Yin, Y., Shavelson, R. J., Ayala, C. C., Ruiz-Primo, M. A., Brandon, P., Furtak, E. M., Tomita, M.K., & Young, D.B. (2008). On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change. *Applied Measurement in Education, 21(4)*, 335-359.
- Ruiz-Primo, M.A. & Furtak, E.M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. *Journal of Research in Science Teaching, 44(1)*, p. 57-84
- Ruiz-Primo, M.A. & Furtak, E.M. (2006). Informal Formative Assessment and Scientific Inquiry: Exploring Teachers' Practices and Student Learning. *Educational Assessment, 11(3 & 4)*, p. 237-263.
- Furtak, E.M. (2006). The Problem with Answers: An exploration of guided scientific inquiry teaching. *Science Education, 90(3)*, p. 453-467.
- Furtak, E.M & Ruiz-Primo, M.A. (2005, January). Questioning Cycle: Making Students' Thinking Explicit During Scientific Inquiry. *Science Scope*, p. 22-25.

BOOKS

- Furtak, E.M. (2009). *Formative Assessment for Secondary Science Teachers*. Thousand Oaks, CA: Corwin Press.
- Furtak, E.M. (2008). *The Dilemma of Guidance: An Exploration of Scientific Inquiry Teaching*. Saarbrücken, Germany: VDM Verlag Dr. Müller.

BOOK CHAPTERS

- Furtak, E. M., & Shavelson, R. J. (2009). Guidance, Conceptual Understanding, and Student Learning: An Investigation of Inquiry-Based Teaching in the US. In T. Janik & T. Seidel (Eds.), *The Power of Video Studies in Investigating Teaching and Learning in the Classroom*. Munich: Waxmann.

Ruiz-Primo, M. A., Furtak, E. M., Ayala, C. C., Yin, Y., & Shavelson, R. J. (2009). On the Impact of Formative Assessment on Student Science Learning and Motivation. In H. L. Andrade & G. J. Cizek (Eds.), *Handbook of Formative Assessment*. New York: Routledge.

Shavelson, R. J., Yin, Y., Furtak, E. M., Ruiz-Primo, M. A., Ayala, C. C., Young, D. B., et al. (2008). On the Role and Impact of Formative Assessment on Science Inquiry Teaching and Learning. In J. Coffey, R. Douglas & C. Stearns (Eds.), *Assessing Science Learning* (pp. 21-36). Arlington, VA: NSTA Press.

COMMISSIONED PAPERS AND TECHNICAL REPORTS

Furtak, E.M. (2006). *Formative Assessment in K-8 Science Education: A Conceptual Review*. Commissioned paper for the Committee on Science Learning, Kindergarten through Eighth Grade, National Research Council.

Ruiz-Primo, M.A. & Furtak, E.M. (2004). *Informal Assessment of Students' Understanding of Scientific Inquiry*. CSE Technical Report 639. Center for Research on Evaluation, Standards, and Student Testing/UCLA.

OTHER PUBLICATIONS

Klymkowsky, M., & Furtak, E. M. (2009). How the Incoherent State of Science and Mathematics Education Undermines Biological (and Scientific) Literacy [Op-Ed]. *Colorado Higher Ed News*

Furtak, E.M. (2004, December 1). Standardized Science: Mandatory Testing's Impact on Teaching and Learning [Letter to the Editor]. *Education Week*, p. 41.

CONFERENCE PAPERS

Furtak, E. M. (2009, April). *Learning Progressions to Support Teacher Learning*. Paper presented at the Annual Meeting of the American Educational Research Association.

Shemwell, J. T., & Furtak, E. M. (2009, April). *Argument-Driven Formative Assessment for Conceptual Science Learning*. Paper presented at the Annual Meeting of the American Educational Research Association.

Furtak, E.M. & Seidel, C.M. (2008, April). *Recent Experimental Studies of Inquiry-Based Teaching: A meta-analysis and review*. Paper presented at the meeting of the National Association of Research in Science Teaching Annual Meeting, Baltimore, Maryland.

Furtak, E.M. (2008, March). *Guidance, Conceptual Understanding, and Student Learning: Enactment of an Inquiry-Based Science Curriculum*. Paper presented at the American Educational Research Association Annual Conference, New York, New York.

Furtak, E.M., Hardy, I., Beinbrech, C., Shavelson, R.J., & Shemwell, J.T. (2008, March). *A Framework for Analyzing Reasoning in Science Classroom Discourse*. Paper presented at the American Educational Research Association Annual Conference, New York, New York.

Furtak, E.M. (2007, August). *The Nature of Guidance and the Development of Conceptual Understanding in Inquiry-Based Science Lessons in the US: A Study of Four Middle School Teachers*. Paper presented at the 12th Biennial Conference of the European

Association for Research on Learning and Instruction, Budapest, Hungary.

Furtak, E.M. & Alonzo, A.C. (2007, August). *The Role of Content in Inquiry-Based Science Lessons: An Analysis of Beliefs and Enactment Among a Sample of US Science Teachers*. Paper presented at the 12th Biennial Conference of the European Association for Research on Learning and Instruction, Budapest, Hungary.

Furtak, E. M., & Ruiz-Primo, M. A. (2007, April). *Effectiveness of Four Types of Formative Assessment Prompts in Providing Information About Students' Understanding in Writing and in Discussions*. Paper presented at the American Educational Research Association Annual Conference, Chicago, Illinois.

Ruiz-Primo, M. A., & Furtak, E. M. (2006, April). *Teacher Informal Assessment Practices and Their Impact on Students' Learning*. Paper presented at the American Educational Research Association Annual Conference, San Francisco, California.

Furtak, E.M. (2005, April). *Problems with Answers: A study of teachers providing concepts, expecting results, and withholding explanations in guided classroom inquiry*. Paper presented at the Stanford University School of Education Student Research Conference, Stanford, California.

Furtak, E.M. (2005, April). *On the Implementation of Science Inquiry in a Highly Teacher- and Curriculum-Directed Activity: A Study of Teachers Providing and Withholding Answers*. Paper presented at the meeting of the National Association of Research in Science Teaching Annual Meeting, Dallas, Texas.

Ruiz-Primo, M.A., Tomita, M., Furtak, E.M., Schatz, C. & Dolle, J. (2005, April). *A Multi-Method and Multi-Source Approach for Studying Fidelity of Implementation*. Paper presented at the American Educational Research Association Annual Conference, Montreal, Canada.

Ruiz-Primo, M.A., Yuan, K., Furtak, E.M., & Shavelson, R. (2005, April). *On the Validity of Teacher Logs as a Source of Information About Informal Classroom Assessment Practices*. Paper presented at the American Educational Research Association Annual Conference, Montreal, Canada.

Ruiz-Primo, M. A., & Furtak, E. M. (2004, April). *Informal Assessment of Students' Understanding of Scientific Inquiry*. Paper presented at the American Educational Research Association Annual Conference, San Diego, California.

McColskey, W., Parke, H., Furtak, E.M., & Butler, S. (2003, April). *A Structured Professional Development Approach to Unit Study: The experiences of 200 teachers in a national teacher development project*. Paper presented at the American Educational Research Association Annual Conference, Chicago, Illinois.

INVITED LECTURES

Formative Assessment for Biology Teachers (2 h keynote address). Invited by Michael Dougherty, Geneticist-Education Network of Alliances Summer Institute, June, 2009.

Learning Progressions for Teacher Development (1.25 h guest lecture). Invited by Alicia C. Alonzo, University of Iowa School of Education. 07S:350: Science Education Seminar: Learning Progressions, April, 2009.

Formative Assessment in the Science Classroom (1.5 h guest lecture). Invited by April Luehmann, Margaret Warner School of Education and Human Development at the University of Rochester. ED 474: Implementing Reform in Science Education, October,

2007.

PRACTITIONER-ORIENTED PRESENTATIONS

Neuenschwander, J. & Furtak, E.M. (2003, March). *Integrating Computational Science into Math and Science Curricula*. Presentation at the Association for Supervision and Curriculum Development Annual Conference, San Francisco, CA.

Furtak, E.M. (2001, November). *Using Research Proposals and Scientific Papers in Student-Initiated Inquiry Projects*. Presentation at the Colorado Science Convention, Denver, CO.

Furtak, E.M. (2000, November). *Beans and Beaks: an Inquiry-Based Natural Selection Activity*. Presentation at the Colorado Science Convention, Denver, CO.

GRANTS AND FELLOWSHIPS

A Circle of Life on Earth: A Tutorial Linking of Deep-Time, Geological Processes, and Phylogeny, ASC Dean's Fund for Excellence Committee, Arts and Sciences Support of Education Through Technology, \$4,000, 2009-2010 (Co-Principal Investigator).

Learning Progressions as Tools for Developing Content Knowledge for Teaching, Knowles Science Teaching Foundation, Research Fellowship, \$110,000, 2007-2010 (Principal Investigator).

Reforming Teaching and Learning of Science and Mathematics in Germany: A dual research affiliation with educational leaders in Kiel and Berlin, Alexander von Humboldt Foundation, German Chancellor Scholarship, 2006-2007.

Discussions in Guided Science Inquiry Teaching: A Study of Four Middle School Physical Science Classrooms, Stanford University, Small and Competitive Research Training Grants, \$6,500, 2005.

AWARDS AND HONORS

2009 **Chancellor's Faculty Award for Excellence in STEM Education**, I³: Towards An Institute for STEM Education, University of Colorado, Boulder

2009 **Faculty Appreciation Award**, Office of Diversity, Equity, & Community Engagement, University of Colorado, Boulder

2002-2003 **Maxima A. Dandoy Fellowship**, Stanford University

1999 **Graduate with Distinction**, University of Colorado, Boulder

1996-1997 **Dean's Scholar Awards**, University of Colorado, Boulder

PROFESSIONAL SERVICE

Editorial Board Member Journal of Research in Science Teaching (2009-2012)

Ad Hoc Reviewer American Educational Research Association
International Journal of Science Education
Journal of the Learning Sciences

