Kerri M. Wingert
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Education

Ph.D. June 2017
Learning Sciences, University of Washington, Seattle

Dissertation: Supporting language-minoritized students in science practices within a research-practice partnership

Committee: Philip Bell (chair), Heather Hebard, Manka Varghese

M.Ed. 2011
Literacy and ELL Education
Concordia University, NE

B.A. 2008
English with Highest Honors
University of Nebraska - Lincoln

B.S.Ed. 2008
Secondary Education with High Honors
University of Nebraska - Lincoln

Research Interests

Redesigning K-12 science learning spaces for justice, sense-making language use in school, research-practice partnerships, design-based implementation research.

Professional Positions

2017 Science Educator and Instructional Facilitator
Omaha Public Schools
Led school efforts to emphasize curricular strength and positive youth development in an alternative environment for youth placed at risk
Redesigned and innovated science curriculum

2016-17 Research and Evaluation Specialist - University of Nebraska Lincoln
Click2SciencePD (Lodl, PI)
UNO Computer Science Research Experience for Teachers (Youn & Morrison, PIs)
World of Viruses SEPA Grant (Diamond, PI)
NSF-IUSE in Computer Science Education (Morrison, PI)
Collaborated with four nationally-funded grants at UNL and UNO to enact equity-focused research & practice principles in local STEM efforts.

2013 – 2016 Graduate Researcher, Institute for Science + Mathematics Education
University of Washington
Conducted original research promoting equity in science education with the Research + Practice Collaboratory (PIs: Bell, Penuel, Bevan)
Designed original professional learning resources on STEMteachingtools.org

2009-12 Educator
Northwest Magnet High School - Omaha Public Schools, Nebraska
Designed, taught, and assessed coursework in English, ESL, and Science
Managed English as a Second Language program in a large, urban school

2008 English Instructor
Kingswood Educational Activities Center, United Kingdom
Designed, taught, and assessed coursework for non-native speakers at outdoor science center

Postsecondary Teaching Experience

2016 Instructor: EDUC 401 - Intro to Education
University of Washington
Supported STEM majors to develop equitable tutoring pedagogy
Developed and maintained Canvas course content
Maintained high engagement

2013-16 EDC&I 600 Field Supervisor and Methods Coach
University of Washington
Supported 20 preservice K-12 teachers at the Masters level in attaining ELL certification

Maintained accurate documentation of teacher performance

Certifications

2008-present State of Nebraska Teaching Certificate
English, 7-12
English as a Second Language, K-12
Literacy Specialist, K-12
Expiration 2019

2012-present National Institute of Health Collaborative Institutional Training Initiative
CITI Adapting Assessing Risk in Social and Behavioral Research

Peer-Reviewed Journal Publications

Fenton, M., Frerichs, S., & Wingert, K. (2018). A model for professional development in out-of-school time. Journal of Adult Learning.

Hebard, H., Daniels, J., Wingert, K., & Winzenried, M.A. (in review). Gatekeeping and Meaning: Tensions in Teaching Standardized English Language Conventions. Journal of Language Arts.

Book Chapters

Wingert, K., Del Campo, R., & Berninger, V. (2014). Person behind the written language learning disability. In R. Bahr, & E. Silliman (Eds.), Handbook of Communication Disorders. New York: Rutledge.

Peer-Reviewed Conference Papers in Published Proceedings

Wingert, K., Peterman, T., Chowning, J. & Bell, P. (2014, June 26). Teacher Learning of STEM Disciplinary Practices through Curriculum Adaptation. Paper presented in symposium "Leveraging Educative Approaches to STEM Disciplinary and Instructional Practices," The Eleventh International Conference of the Learning Sciences (ICLS), Boulder, CO.

Invited Presentations

Bell, P. & Wingert, K. (2017, Jan 1). District & School Implementation of NGSS Through Curriculum Adaptation & Development. Webinar presentation. Online through MSPNet.

Wingert, K. (2016, Oct 12). Supporting ELLs in Discourse. Presentation with Omaha Public Schools Reading Specialist Cohort. Omaha, NE.

Bell, P., Stromholt, S., Wingert, K. (2016, May 3, 5, 11). Designing equitable formative assessments for emerging bilinguals. Presentations with Seattle Public Schools Middle School Science Teachers. Seattle, WA.

Wingert, K. (2016, February 2-10). Supporting ELLs through classroom discourse. Presentations with Seattle Public Schools Middle School NGSS Science Teachers. Seattle, WA.

Wingert, K. (2016, February 23). Supporting epistemic student talk in science. Presentation with Tolt Middle School Science Department. Carnation, WA.

Wingert, K. (2016, March 11). Strategies for supporting biology students' science discourse. Presentation with Biology Education Research Group of the Seattle area. University of Washington, Seattle.

Wingert, K. (2016, January 13). Supporting high school students to talk equitably in chemistry. Presentation as part of the Partnership for Science and Engineering Practices. Renton School District Central Office. Renton, WA.

Wingert, K., & Peterman, T. (2015, December 17). Roles in research-practice partnerships. Webinar presentation with The RPP Forum. Online at https://www.youtube.com/watch?v=oVsxKzpejkU.

Wingert, K., & Peterman, T. (2015, August 20). Formats for equitable talk. Presentation as part of the Partnership for Science and Engineering Practices Summer Institute. South Shore K-8, Seattle, WA.

Wingert, K. and Shouse, A. (2014, August 19). Engineering 201: Beyond the Design Triangle. Presentation at the Partnership for Science and Engineering Practices Summer Institute, Seattle, WA.

Wingert, K. (2014, August 20). Supporting ELLs in Science Practices. Presentation at the Partnership for Science and Engineering Practices Summer Institute, Seattle, WA.

Conference Activity

Chaired Sessions

Wingert, K. (2015, April 11). Positioned in Practice: Culturally and Linguistically Diverse Students Elementary Science. Poster presentation at the National Association for Research in Science Teaching National Conference. In K. Wingert (Chair), "English language learners and STEM practices." Symposium conducted at the Hyatt Downtown, Chicago, IL.

Presentations

Penuel, B., Wingert, K., & Van Horne, K. (2018, June). Preparing teachers to notice key dimensions of next generation science assessment tasks. In J.W. Pelligrino, (Chair). The Challenge of Assessing "Knowledge in Use" : Examples from Three-Dimensional Science Learning and Instruction. Symposium conducted at the International Conference of the Learning Sciences, London.

Wingert, K. (2017). Equity at Scale?: An Ethnographic Case of an Equity Initiative Within a Large-scale Implementation Effort. Poster in structured poster symposium, "Equity-focused Implementation of Next Generation Science Standards: Exploring Models of Hope and Possibility." P. Bell, chair. AERA, San Antonio, TX.

Wingert, K., McGowan, V.C. & Bell, P. (2016, April 9). Lines of Partnering: The Co-Design of Equitable "5-D" Formative Assessments. Poster presented as part of structured poster symposium, "Strategies for Supporting Equity in Research-Practice Partnerships" at AERA, Washington DC.

Hebard, H., Wingert, K., Winzenried, M.A., & Daniels, J. (2016, April 9). An unconventional look at conventions instruction. Poster presented at AERA, Washington, DC.

Wingert, K., Daniels, J., & Winzenreid, M.A. (2015, May 29). Teaching English Language Conventions in Context as Counter-Hegemonic Practice. Presentation at University of Washington Praxis Conference on Multilingual Learners. Seattle, WA.

Bell, P., Peterman, T, & Wingert, K. (2015, April 17). "Multi-District Implementation of Science and Engineering Practices Through a Teacher Curriculum Adaptation Model." In P. Bell (Chair), "Equity-Focused Implementation of the Next Generation Science Standards:

Exploring Models of Hope and Possibility" Symposium conducted at the American Educational Research Association (AERA) 2015 Annual Meeting, Chicago, IL.

Shouse, A. & Wingert, K. (2015, April 12). Implementing Science Practices: STEM Teaching Improvement or Policy Churn? Presentation at the National Association for Research in Science Teaching National Conference. In M.K. Stein (Chair), "From Policy to the Classroom: Studying the Enactment of the NGSS Vision" at the Hyatt Downtown Chicago, IL.

Wingert, K. (2014, December 10). Supporting English language learners with STEM Practices. In M. Bang (Chair), "Meet the Next Generation Science Standards." Presentation at the 29th Annual Washington Education Research Association (WERA) Conference, Sea-Tac, WA.

Wingert, K., Peterman, T., Chowning, J. & Bell, P. (2014, June 26). Teacher Learning of STEM Disciplinary Practices through Curriculum Adaptation. In B. Davis (Chair), "Leveraging Educative Approaches to STEM Disciplinary and Instructional Practices," Symposium presented at The Eleventh International Conference of the Learning Sciences (ICLS), Boulder, CO.

Wingert, K. (2014, March 6) Markers of science practice in undergraduate exam writing: A systemic functional analysis. Plenary presentation at the Inter-Science of Learning Centers Student Conference. Carnegie-Mellon University, Pittsburgh, PA.

Editorially Reviewed Publications

Wingert, K. (2016). The Talk Activities Flowchart. STEM Teaching Tools. Retrieved from http://stemteachingtools.org/sp/talk-flowchart

Wingert, K. (2016). How can I foster curiosity and learning in my classroom? Through talk! STEM Teaching Tools. Retrieved from http://stemteachingtools.org/brief/35

Wingert, K. (2016). Designing assessments for emerging bilinguals. STEM Teaching Tools. Retrieved from http://stemteachingtools.org/brief/33

Wingert, K., Wagner, M., Shouse, A., Spodaryk, S., & Chowning, J. (2015). What is meant by engaging youth in scientific modeling? STEM Teaching Tools. Retrieved from http://stemteachingtools.org/brief/8

Wingert, K., & Podkul, T. (2015). Engaging English Learners in the Science and Engineering Practices. STEM Teaching Tools. Retrieved from http://stemteachingtools.org/brief/27

Bevan, B., & Wingert, K. (2014). Science isn't "settled:" Disrupting canonical science to engage more students: An ISE research brief discussing Bang et al.,"Desettling expectations in science education." Retrieved from http://relatingresearchtopractice.org/article/358

Wingert, K. (2014). Designing programs that value traditional ecological knowledge: An ISE research brief discussing Hamlin, "'Yo soy indígena': Identifying and using traditional ecological knowledge (TEK) to make the teaching of science culturally responsive for Maya girls." Retrieved from http://relatingresearchtopractice.org/article/357)

Wingert, K. (2014). STEM practices and model-based reasoning: An ISE research brief discussing Lehrer & Schauble, "Origins and evolution of model-based reasoning in mathematics and science." Retrieved from http://relatingresearchtopractice.org/article/359)

Wingert, K. (2014). Using stories to teach science: Is it ethical? An ISE research brief discussing Dahlstrom & Ho, "Ethical considerations of using narrative to communicate science." Retrieved from http://relatingresearchtopractice.org/article/346)

Wingert, K. (2014). "Science helps me figure things out": Authoring science identities across time & place. An ISE research brief discussing Calabrese Barton et al., "Crafting a future in science: Tracing middle school girls' identity work over time and space." Retrieved from http://relatingresearchtopractice.org/article/298)

Wingert, K. (2014). Broadening argumentation for science education: An ISE research brief discussing Bricker & Bell, "Conceptualizations of argumentation from science studies and the learning sciences and their implications for the practices of science education." Retrieved from http://relatingresearchtopractice.org/article/323)

Wingert, K. (2014). Scientists or ScienceDaily.com: Whom do we trust? An ISE research brief discussing Brewer & Ley, "Whose science do you believe? Explaining trust in sources of scientific information about the environment." Retrieved from http://relatingresearchtopractice.org/article/345)

Wingert, K. (2014). Professional development that promotes curriculum implementation: An ISE research brief discussing Penuel et al., "What makes professional development

effective? Strategies that foster curriculum implementation." Retrieved from http://www.relatingresearchtopractice.org/article/309)

Wingert, K. (2014). Challenges and supports for English learners engaging in STEM practices: An ISE research brief discussing Swanson, Bianchini, & Lee, "Engaging in argument and communicating information: A case study of English language learners and their science teacher in an urban high school." Retrieved from http://relatingresearchtopractice.org/article/310)

Wingert, K. (2014). How preschoolers understand race: An ISE research brief discussing Park,"Young children making sense of racial and ethnic differences: A sociocultural approach." Retrieved from http://www.relatingresearchtopractice.org/article/335

Wingert, K. (2014). Rethinking "mainstream": Language, labels, and opportunity. An ISE research brief discussing Enright, "Language and literacy for a new mainstream." Retrieved from http://relatingresearchtopractice.org/article/326

Wingert, K. (2014). Museums afford diverse learning opportunities for Mexican families: An ISE research brief discussing Briseño-Garzón, "More than science: Family learning in a Mexican science museum." Retrieved from http://relatingresearchtopractice.org/article/348

Wingert, K. (2013). Wishful identification, gender, and scientists on television: An ISE research brief discussing Steinke et al., "Gender differences in adolescents' wishful identification with scientist characters on television." Retrieved from http://www.relatingresearchtopractice.org/article/283

Wingert, K. (2013). Redistributing roles, distributing cognition: An ISE research brief discussing White & Pea, "Distributed by design: On the promises and pitfalls of collaborative learning with multiple representations." Retrieved from http://relatingresearchtopractice.org/article/285

Benally, S. & Wingert, K. (2013). Supporting student construction and defense of scientific explanations: An ISE research brief discussing Berland & Reiser, "Making sense of argumentation and explanation." Retrieved from http://relatingresearchtopractice.org/article/300

Wingert, K. (2013). Wishful identification, gender, and scientists on television: An ISE research brief discussing Steinke et al., "Gender differences in adolescents' wishful

identification with scientist characters on television." Retrieved from http://www.relatingresearchtopractice.org/article/283

Wingert, K. (2013). Building inquiry during science field trips: An ISE research brief discussing Gutwill & Allen, "Deepening students' scientific inquiry skills during a science museum field trip." Retrieved from http://relatingresearchtopractice.org/article/286

Benally, S., & Wingert, K. (2013). Cultural forms of discourse predispose students to scientific inquiry: An ISE research brief discussing Hudicourt-Barnes, "The use of argumentation in Haitian Creole science classrooms." Retrieved from http://relatingresearchtopractice.org/article/299

Community Partnerships

2016-present	Omaha Public Schools Science Department
2016-present	Lincoln Public Schools Science Curriculum Specialists
2016-present	Omaha Street School, Omaha, NE
2016	Tolt School District, Carnation, WA
2015-6	Denny International Middle School
2015-6	Asa Mercer International Middle School
2014-6	Jane Addams Middle School
2013-present	Seattle Public Schools Science Department
2013-present	Renton School District Department of Curriculum
2013-present	Adams Elementary STEAM Fair, Seattle Public Schools
2014-present	Biology Education Research Group, UW
2014-present	Broadview Thomson 4th grade PLC, Seattle
2014-present	Sierra Heights Elementary 5th grade science PLC
2014-15	Greenwood Elementary 5th grade science
2013-14	Whittier Elementary 5th grade science, Seattle Public Schools
2013-14	Dimmitt Middle School science department, Renton School District

Software Proficiencies

Atlas.ti
Canvas
Excel
NodeXL (Social Network Analyses)
Qualtrics
SurveyMonkey

SPSS
UCINet

Service

Volunteer Curriculum Specialist, Omaha Street School
Volunteer Grant Writer, Fontenelle Forest
Reviewer, Journal of Curriculum Studies
Reviewer, International Conference of the Learning Sciences
Reviewer, AERA, Division K
Member, UW Libraries Graduate Student Advisory Board
Volunteer, Washington Chapter of University of Nebraska Alumni