

# Tina Cheuk

School of Education  
California Polytechnic State University  
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Website: <https://tinyurl.com/Data4SocialJustice>

Website: <https://tinyurl.com/CalPolyTIER>

Website: [www.studentparentjoy.org](http://www.studentparentjoy.org)

## EDUCATION PREPARATION

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2019	Ph.D.	Education Policy, Stanford University, CA Dissertation: Disciplinary Literacy Practices in Science Classrooms Committee: Jonathan Osborne (chair), Kenji Hakuta, Maria Ruiz-Primo, Janet Carlson, & P. David Pearson
2007	M.A.	Policy, Organization, and Leadership Studies (POLS) Stanford University, CA
1999	B.S.	Chemistry and Biochemistry University of Chicago, Chicago, IL

## EMPLOYMENT

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2019-present	<i>Assistant Professor</i> , Elementary Science Education, School of Education, California Polytechnic State University, San Luis Obispo
2015-2019	<i>Graduate Research Assistant</i> , Stanford University
2011-2014	<i>Project Manager</i> , Understanding Language Initiative, Stanford University
2011-2014	<i>Special Assistant to the Deputy Superintendent</i> Oakland Unified School District, Oakland
2008-2011	<i>Assistant Director</i> Strategic Education Research Partnership (SERP) Institute, San Francisco
2005-2006	<i>Research Assistant</i> Center for Urban School Improvement, University of Chicago
2003-2005	<i>Peace Corps Volunteer / Secondary Science Teacher</i>

St. Dominic's Senior Secondary School, Pepease, Ghana

1999-2002     *Teach For America - Middle School Teacher*  
KIPP Academy, South Bronx, New York City

## **TEACHING RELATED ACTIVITIES**

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### ***Courses Taught at the School of Education, California Polytechnic State University***

EDUC 436     *Learning to Teach K-8 Science with Diverse Populations* (Fall, Winter)  
EDUC 439     *Multiple Subject Clinical Practice Seminar I* (Fall)  
EDUC 403     *Developing Teachers of Color* (Spring)  
EDUC 532     *Advanced Field Experiences in Education* (Fall, Winter)  
EDUC 598     *Action Research Project in Education* (Fall, Winter)

### ***Course Development***

Designed EDUC 403, *Developing Teachers of Color*  
School of Education, California Polytechnic State University (Spring 2020-2021)

### ***Undergraduate Research***

2021-2022     Divya Satrawada, B.S. in Computer Science, College of Engineering  
                    • Development of Data for All / Data for Good website

2020-2021     Kaylee Benting, B.S. in Liberal Studies with Mathematics Concentration, Bailey  
College of Science and Mathematics  
                    • BEACoN Research, funded project titled, "Two Generations: One Future"  
                    • President's Diversity Award recipient, Spring 2023

2020-2021     Kenji Kurose, B.S. in Mathematics, Bailey College of Science and Mathematics  
                    • BEACoN Research, funded project titled, "Data sciences for all"

2019-2020     Jasmin Othman, B.A. in Sociology, College of Liberal Arts  
                    • BEACoN Research, funded project titled, "Gender equity and organizational  
transformation in Institutes of Higher Education"

### ***Graduate Research***

2023-2024     Alejandra Dino, M.A. in Curriculum and Instruction  
Denise Dominguez, in Curriculum and Instruction  
Miranda Silva, M.A. in Curriculum and Instruction  
Eddie Meza, M.A. in Curriculum and Instruction

2022-2023     Leslie Garcia, M.A. in Curriculum and Instruction

- 2022-2023     Manuela Cruz, M.A. in Curriculum and Instruction
- Recipient of Courtney E. Smyth Memorial Scholarship, \$7500 (2022)
  - Collaboration Award from Cal Poly's Center for Leadership
- 2022-2023     Maya Valree, M.S. in Higher Education Counseling / Student Affairs), School of Education, California Polytechnic State University
- Winner of Cal Poly's 'Outstanding Student Employee of the Year' in 2023
  - Awardee, Cal Poly LEAD (Leadership, Engagement, Advocacy, Distinction) Award in student engagement in 2023
  - Nominee, Cal Poly President's Diversity Award in 2023
  - Advocate and Student Researcher #StudentParentJoy Media and Advocacy Campaign
  - Profiled in *Mustang News* article: <https://mustangnews.net/graduating-seniors-share-post-grad-plans/>
- 2019-2021     Ashlee Hernandez (Master of Science in Higher Education Counseling / Student Affairs), School of Education, California Polytechnic State University
- Awarded Baker Koob Endowment Project (\$3000 for student research), titled, "Leveraging the CPX initiative towards sustainable academic and life outcomes for pregnant and parenting students"
  - Hernandez, A. (2021, June 17). [Breaking Barriers, Increasing Visibility for Students with Children](#). Blog post for *Institute for Women's Policy Research*.

## **SCHOLARSHIP**

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### ***Work done while at Cal Poly***

[20] **Cheuk, T.**, Quinn, R., & Conner, J. (Eds.) (2024). Political Activism in Colleges and Universities: Possibilities for Institutional Change toward Social Justice. Routledge. **ISBN:** 978-1-032-61429-8. Edited special issue as book.

[19] **Cheuk, T.** (2024). Exploring interconnections with the living world through nature journaling. In R. Montgomery & A. Montgomery (Eds.), *Place-based writing in action: Opportunities for authentic writing in the world beyond the classroom*. [Routledge](#). Edited book chapter.

[18] Frye, A. & **Cheuk, T.** (2024). Community as resistance and rebellion among aspiring educators of color. In B. R. Silver & G. P. McCarron (Eds.). *Supporting college students of immigrant origin: New insights from research, policy, and practice*. [Cambridge University Press](#). Edited book chapter.

[17] **Cheuk, T.** (in press). Exploring translanguaging and multimodal practices in nature journaling with pre-service teachers. In O. S. Andrews & A. Tomlin (Eds.), *When we hear them: Attuning teachers to language diverse students*. Information Age Publishing (IAP). Peer-reviewed, edited book chapter.

[16] **Cheuk, T.**, Valree\*, M. (in press). Impact of the COVID Care Crisis for Student Parents in Higher Education. *Southwestern Law Review*. 53(1). \*Cal Poly Alumna. Editor reviewed law journal article.

[15] **Cheuk, T.** (2023). Planning science instruction for emergent bilinguals: Weaving rich and relevant language support. A review. [\*Teachers College Record\*](#). Solicited book review.

[14] Buck Bracey, Z., Stuhlsatz, M., Wilson, C., **Cheuk, T.**, Santiago, M. M., Osborne, J., Haudek, K., & Donovan, B. (2023). [Investigating differential severity across linguistic subgroups in automated scoring of student argumentation](#). In *Advances in Applications of Rasch Measurement in Science Education*, part of the Contemporary Trends and Issues in Science Education book series (CTISE, volume 57), 385-426. Peer reviewed, edited book chapter.

[13] Wilson, C. D., Haudek, K., Osborne, J., Stuhlsatz, M., **Cheuk, T.**, Donovan, B., Buck Bracey, Z., Mercado Santiago, M., & Zhai, X. (2023). Using Automated Analysis to Assess Middle School Students' Competence with Scientific Argumentation. *Journal of Research in Science Teaching*. 61(1), 38-69. <https://doi.org/10.1002/tea.21864> [Impact factor (2022): 3.918]. Peer reviewed journal article.

[12] **Cheuk, T.** & Morales-Doyle, D. (2022). The 'messy middle' of science education partnerships. *Science Education*. 106(5), 1198–1213. <https://doi.org/10.1002/sce.21751> [Impact factor (2022): 6.000]. Peer reviewed journal article.

[11] **Cheuk, T.**, Quinn, R., & Conner, J. O. (2022). Introduction to 'Political Activism in Postsecondary Settings: Possibilities and Limits in Institutional Change toward Social Justice'. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*. 97(5), 521-532. <https://doi.org/10.1080/0161956X.2022.2143699> [Impact factor (2022): 0.609]. Special issue journal editor.

[10] Mayorga, E., **Cheuk, T.**, Quinn, R., Conner, J. O. (2022). Afterword: Fugitive Praxis and the Unsettling of the Imperial University. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*. 97(5), 631-638. <https://doi.org/10.1080/0161956X.2022.2143701> [Impact factor (2022): 0.609]. Special issue journal editor.

- [9] **Cheuk, T.** (2022). Making visible learners' community cultural wealth: Towards an asset-based approach fostering thriving in classroom spaces. In K. Brown, S. Rodriguez, & R. Papa (Eds.), *Chapter 5: Recipes to combat the ISMs for educational leadership preparation programs* (pp. 33–42). ICPEL Book Press. Edited book chapter.
- [8] **Cheuk, T.** (2022). Empowering elementary students through interactive nature journaling. In J. E. Killham & F. S. Allaire (Eds.), *Teaching and Learning Online: Elementary Educators* (pp.171–180). Information Age Publishing (IAP). Edited book chapter.
- [7] Ibourk, A., & **Cheuk, T.** (2022). Empowering future teachers to use EQuIP rubric to be critical conscious users of science curricular materials. In J. E. Killham & F. S. Allaire (Eds.), *Teaching and Learning Online: Elementary Educators* (pp. 45–56). Information Age Publishing (IAP). Edited book chapter.
- [6] Kurfess, F., Vasilaky, K. N, **Cheuk, T.**, Jenkins, R., Nolan, G., Hajrasouliha, A., Satrawada, D., Nguyen, D., Ventura, J., & St. John, E. (2022). Assessment of Ethics and Social Justice Aspects in Data Science and Artificial Intelligence. American Society for Engineering Education (ASEE), Annual Conference in Minneapolis. Peer-reviewed conference proceeding.
- [5] Guzman\*, C., Cruz Sebastian\*, M., **Cheuk, T.**, & Frye, A. (2022). Building a community of educators of color as rebellion: Struggles toward a rightful presence in a historically white institution. *Journal of School and Society*, 8(1), 59-66. \*student/alumni authors. Editor reviewed article.
- [4] **Cheuk, T.** (2021). [The invisible woman: Student parents and COVID-19 pandemic](#). *American Journal of Education Forum* Mini-Series: Looking Forward: Reimagining Schooling for Social Justice and Equity During and Post the COVID Pandemic. Editor reviewed essay.
- [3] **Cheuk, T.** (2021). Can AI be racist? Color-evasiveness in the application of machine learning to science assessment. *Science Education*. 105(5), 825–836. <https://doi.org/10.1002/sce.21671> [Impact factor (2022): 6.000]. Peer reviewed journal article.
- [2] **Cheuk, T.** (2020). Emergent bilingual and multilingual learners in California: Californians Together passing the torch to the next generation of advocates (1996 to present). *Berkeley Review of Education*. 9(1). <https://doi.org/10.5070/B89146421>
- [1] **Cheuk, T.** & New York State Department of Education Office of Bilingual Education and World Languages (NYSED-OBEWL) (2019). Transforming districts, classrooms, schools and lives in New York State by prioritizing equity and academic success for Multilingual Learners and English Language Learners (MLLs/ELLs). Commissioned report.

### ***Work done prior to Cal Poly***

[12] **Cheuk, T.** (2019). *A Bridge Too Far?: What classroom observations reveal about disciplinary literacy instruction in three science classrooms*. Stanford University, Stanford, CA. Doctoral Dissertation.

[11] Santos, M., Castellon, M., **Cheuk, T.**, Greene, R., Mercado-Garcia, D., Zerkel, L., Hakuta, K., & Skarin, R. (2018). [\*Preparing ELs for College and Career: Lessons from successful high schools\*](#). Teachers College Press.

[10] **Cheuk, T.**, Daro, P., & Daro, V. (2018). Summative assessments: Mathematics and English Learners. In A. L. Bailey, C. A. Maher, & L. C. Wilkinson (Eds.), *Language, Literacy and Learning in the STEM Disciplines: How language counts for English learners* (pp. 187–205). Routledge.

[9] Quinn, R., & **Cheuk, T.** (2018). [\*School vouchers in the Trump era: How political ideology and religion shape public opinion\*](#). Consortium for Policy Research in Education (CPRE) Policy Brief, #18-1.

[8] **Cheuk, T.**, & Quinn, R. (2018). [\*Dismantling the wall between Church and State: The case of public education\*](#). *Phi Delta Kappan*. 100(3), 24-28.

[7] **Cheuk, T.**, & Hoecker, R. (2018, Nov 6). Tempered Radicals: The power of small (and big) wins for student parents. *Inside Higher Ed*.

[6] Solano-Flores, G., Altavilla, J. M., Saavedra, A. M., Holthuis, N. C., Deutscher, R., **Cheuk, T.**, & Kuo, A. C. (2017). English learners' access to science: An exploratory investigation of the SFUSD middle school science core curriculum, assessments, and professional development. Final report submitted to the Incentive Fund for projects in the San Francisco Unified School District. Stanford, CA.

[5] **Cheuk, T.** (2017, July 6). [\*Small Wins: A Mothers' Group in the Academy\*](#). *Inside Higher Ed*.

[4] **Cheuk, T.** (2016). Discourse practices in the new standards: The role of argumentation in Common Core-era next generation science classrooms for English language learners. *Electronic Journal of Science and Mathematics Education*. 20(3), 92–111. [Impact factor (2023): not available]. Peer reviewed journal article.

[3] Stage, E. K., Asturias, H., **Cheuk, T.**, Daro, P.A., & Hampton, S.B. (19 April, 2013). Opportunities and Challenges in the Next Generation of Standards. *Science*. 340(6130), 276–277. [Impact factor (2021): 47.73]. Peer reviewed journal article.

[2] **Cheuk, T.** (2013). Relationships and convergences among the mathematics, science, and ELA practices. Palo Alto, CA: Stanford.

[1] Santos, M., Darling-Hammond, L., & **Cheuk, T.** (2012). Teacher development appropriate to support English language learners. Commissioned paper presented at Understanding Language Conference. Stanford, CA.

## **PRESENTATIONS**

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### ***Refereed Presentations***

Bauer, J., Carlon, M., Cheuk\*, T., Jensen, J., Parker, Sanford, J., & Ronan, B. (Oct 2023). Empowering educators for justice: Building community and collective liberation during a time of curriculum censorship. 13th International Conference on Education and Justice (CARE-ED). Hawaii, October 2023. [LINK](#) to submitted abstract. [\*Authors in alpha order by last name]. [LINK](#) to conference agenda.

Frye, A., & **Cheuk, T.** (accepted). *Community as Resistance and Rebellion for Aspiring Teachers of Color*. Paper in a paper set to Division K. American Educational Research Association (AERA) annual conference in Philadelphia, PA, April 2024.

Ronan, B., **Cheuk, T.**, Wood, L., & Hegg, S. (2023). *Teacher Residencies in California: Addressing Inequities and Promoting Change in Education in Rural and Urban Areas*. Working group roundtable to Division K: Section 9: Transformation in Teacher Education Policies, Research, and Practices, at the American Educational Research Association (AERA) annual conference in Chicago, IL, April 2023.

Bauer, J., Carlon, M., **Cheuk\***, **T.**, Jensen, J. L., Parker, M., Ronan, B., & Sanford, J. (2022) *Building Support and Community for In-Service Teachers Through a Justice-Centered, Culturally Responsive Teaching Fellowship*. Conference proposal for the California Council of Teacher Education (CCTE) fall conference in San Diego, CA, October 20-22, 2022. [\*Authors in alpha order by last name].

**Cheuk, T.** (2022, April). *Designing, implementing, and supporting the use of curricular infrastructure to promote scientific literacy for young students* [Conference presentation]

National Association for Research in Science Teaching (NARST) 2022 Annual International Conference, Vancouver, Canada. [Invited online discussant for related paper set]

**Cheuk, T.** (2022, April). *Building elementary science teacher education community to advance equity and social justice*. National Association for Research in Science Teaching (NARST) 2022 Annual International Conference, Vancouver, Canada. [Online panelist]

Wilson, C., Stuhlsatz, M., Donovan, B., Buck Bracey, Z., Gardner, A., Osborne, J., **Cheuk, T.**, Haudek, K., & Zhai, X. (2021, April). *Automated Assessment of Argumentation in School Science: Developments and Challenges*. National Association for Research in Science Teaching (NARST) 2021 Annual Virtual International Conference.

**Cheuk, T.**, Haudek, K., Wilson, C., & Mercado Santiago, M. (2020, April). *Towards a framework for developing automated scoring assessments and rubrics for scientific argumentation*. Accepted paper presentation at the annual conference of the American Educational Research Association (AERA) in San Francisco, CA. <https://www.aera20.net/>

Wilson, C. D., Stuhlsatz, M. A., Donovan, B. M., Bracey, Z., Gardner, A. L., Osborne, J. F., **Cheuk, T.**, Haudek, K. & Santiago, M. M. (2020, April). *Using automated analysis to assess middle school students' competence with scientific argumentation* [Symposium]. Accepted paper presentation at the annual conference of the American Educational Research Association (AERA) in San Francisco, CA. <https://www.aera20.net/>

Buck Bracey, Z., Stuhlsatz, M., **Cheuk, T.**, Mercado Santiago, M., Wilson, C., Osborne, J. F., Haudek, K., Donovan, B., Gardner, A. (2020, April). *Exploring bias in automated scoring of student argumentation*. National Association for Research in Science Teaching. (NARST) 2020 Annual International Conference

Haudek, K., Wilson, C. D., **Cheuk, T.**, Stuhlsatz, M., Osborne, J., Donovan, B., Mercado Santiago, M., & Zhai, X. (2020, April). *Automated assessment of argumentation in school science: Developments and challenges*. National Association for Research in Science Teaching (NARST) 2020 Annual International Conference.

**Cheuk, T.** (2019, April). *Disciplinary literacy practices in science classrooms* [Paper session]. National Association for Research in Science Teaching (NARST) 2019 Annual International Conference, Baltimore, MD.

**Cheuk, T.** (2019, April). "Towards an Equitable Design Framework of Developing Argumentation in Science Items and Rubrics for Machine Learning." Paper presented at the



Annual Meeting of the National Association for Research in Science Teaching (NARST)  
(Baltimore, MD)

Haudek, K., Mercado, M. M., Wilson, C. D., Stuhlsatz, M., Donovan, B., Buck Bracey, Z., Gardner, A., **Cheuk, T.**, & Osborne, J. (2019, April). *Using automated analysis to assess middle school students' competence with scientific argumentation*. Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Toronto, ON.

Quinn, R., & **Cheuk, T.** (2018, April). *Public opinion poll on K-12 education: Who supports school vouchers?* AERA Annual Conference, New York City, NY.

**Cheuk, T.** (2017, April). *Policy messaging and local contexts: Early implementation efforts of NGSS*. National Association for Research in Science Teaching (NARST) 2017 Annual International Conference, San Antonio, TX.

### ***Invited presentations***

Myers Dillon, H., et al., (2024, Feb 21-22). California Higher Education Basic Needs Alliance ([CHEBNA](#)) [2024 Summit](#). Equity in Education through Legislation, Learning and Collaboration across Systems, Sacramento, CA.

**Cheuk, T.**, Rose, S., Zielke, M., & Walker, E. (2023, Nov 2). [Facilitating interdisciplinary collaboration through value surfacing](#) (Expertise Exchange Session). [CIRCLS 2023 Convening](#) (Shaping AI and Emerging Technologies to Empower Learning Communities), Alexandria, VA.

Interdisciplinary collaborations are powerful in the way that they bring together people with different expertises and perspectives to solve complex real-world problems. However, they pose challenges to participants, who often come in with different goals and values, and may struggle to converge on a shared understanding and purpose. In this session, we will introduce some methods employed in an AI CIRCLS Project Incubator for facilitating interdisciplinary collaborations, with a focus on future-thinking activities designed to surface values and help project groups come together. Participants in the session will engage in one of these activities themselves as an introduction to how these methods function and their potential benefits and drawbacks. We will then collectively reflect on the ways in which those methods were effective or ineffective for surfacing individuals' values and assisting individuals in resolving conflicts in the values that arose.

**Cheuk, T.** (2023, October 6). COVID Caregiving. Hosted by The Southwestern Law Review (panelist).

**Cheuk, T.**, (2023, August 11). Political positioning: Leverage for visibility and resources. *CSU Student Parent Summit*. Hosted by Parents and Families at Sacramento State. Virtual conference. (panelist)

**Cheuk, T.** (2023, June 24). *From Reflection to Action: Celebrating Change and Catalyzing our Shared Vision*. Central Valley Region Interdisciplinary Symposium on Education Research ([CV-RISER](#)). Hosted by California State University, Fresno. Afternoon keynote speaker.

**Cheuk, T.** (2023, June 8). Pregnant & Parenting Students Belonging and Thriving Framework. California State University Basic Needs Research Consortium (BNRC). Hosted by the Center for Equitable Higher Education (CEHE) at California State University, Long Beach.

**Cheuk, T.** (2023, May 25). *RILE 2022 Ball Lecture Series*. Stanford Graduate School of Education. Invited alumni panelist.

**Cheuk, T.**, and Valree, M.\* (2023, May 10). Pregnant and Parenting Students Belonging and Thriving Framework. The Association of the Advancement of Sustainability in Higher Education. ([webinar](#))

**Cheuk, T.** (2023, March 8). Supporting Parenting Students: Recommendations for implementing New California Law. (webinar). Invited panelist.

**Cheuk, T.** (2022, Sept 29). *Title IX and STEM*. Duke University. Invited speaker (in person)

**Cheuk, T.** (2022, Sept 14). EDUC7119: *Careers in education* (2nd year PhD Synthesis Seminar). Invited guest speaker at Southern Methodist University, Simmons School of Education and Human Development (Online class).

**Cheuk, T.** (2022, June 15). *COVID Care Crisis Symposium, Part II: Imagining Solutions and Taking Action*. Hamilton Lugar School of Global and International Studies at Indiana University. Invited plenary speaker. (Online conference).

**Cheuk, T.** (2022, March 9). *Heteropatriarchy and Academia*. The Clayman Institute for Gender Research, Stanford University. Invited speaker (online)

**Cheuk, T.** (2022, Feb 24). *Pregnant and parenting students in California: A look at the CSU system*. The Michelson 20MM Foundation. Invited panelist for virtual webinar and panel.

**Cheuk, T.** (2021, June 10). *Designing an equity-minded syllabus for future teachers*. Science Education Research Group, Stanford Graduate School of Education. Invited panelist for virtual panel.

**Cheuk, T.** (2021, May 13). *First generation and/or low-income student panel*. Stanford Graduate School of Education. Invited panelist for virtual panel.

**Cheuk, T.** (2021, March 9). *Academic job search and negotiations as a woman of color*. The Womxn of Color Collective, Stanford Graduate School of Education, Invited panelist for virtual panel.

**Cheuk, T.** (2021, January 14). *Symposium on the COVID Care Crisis and its Implications for Legal Academia*. Hamilton Lugar School of Global and International Studies at Indiana University. Invited plenary speaker for online conference. <https://hls.indiana.edu/covid-symposium/>

Plenary video: [https://youtu.be/k\\_QhrVe7iKU](https://youtu.be/k_QhrVe7iKU)

**Cheuk, T.** (2020, December 9). *Model Newcomers' High School Academies: Lessons from the field*. Lee's Summit R-7 School District, Kansas. Invited keynote speaker.

**Cheuk, T.** (2020, July 21). *A focus on newcomers: School, Classroom and instructional levers that promote academic success*. Kentucky Coalition for English Learners, Invited keynote for an online professional learning series.

**Cheuk, T., & Ronan, B.** (2020, May 7). *Preparing teachers for diverse classrooms*. Office of the Chancellor, California State University, Educator Preparation & Public School Programs. Co-presenter for webinar.

**Cheuk, T.** (2019, January 29). *Book Talk: Preparing English Language Learners for Colleges and Careers*. LEEP & RREG sponsored, Stanford Graduate School of Education.

**Cheuk, T.** (2019, January 10). *Preparing English Language Learners for Colleges and Careers*. Online presentation to Title III State Leaders in Missouri.

**Cheuk, T.** (2018). *Disciplinary Language and Literacy Practices in Science Classrooms*. ESERA Summer School, Jyväskylä, Finland.

**Cheuk, T.** (2017). *Language and Literacy Development Opportunities in the NGSS*. TESOL Annual Conference, Seattle, WA. Invited keynote speaker.

**Cheuk, T.** (2015). *Language and Literacy Practices in CCSS and NGSS*. Lawrence Hall of Science, Saturday Seminar Workshop, Berkeley, CA. Invited keynote speaker.

**Cheuk, T.** (2014). *Argument from Evidence across the Disciplines*. Educational Service Center West-Principals' Summer Institute in LAUSD, Los Angeles, CA. Invited keynote speaker.

**Cheuk, T.** (2015). *Relationships and Convergences in CCSS and NGSS*. ASCD Conference on Educational Leadership, San Diego, CA.

Butts, H., **Cheuk, T.**, Knight, N., & Maldonado, H. (2013). *CCSS & ELLs: District partnerships*. Annual Conference at the Council of the Great City Schools, Albuquerque, NM.

**Cheuk, T.** (2012). *Common Core: Implications for Language, Learning, and Leadership*. Project CORE: San Diego State University and CA Department of Education, San Diego, CA.

Lee, O., & **Cheuk, T.** (2012). *CCSS in Mathematics and NGSS for English Language Learners*. NSF DRK-12 PI Meeting, SIG: CADRE English Language Learners, Arlington, VA.

Hakuta, K., Castellon, M., & **Cheuk, T.** (2012) *Preparing for the Next Generation Standards and Assessments for ELs*. National Conference on Student Assessment, CCSSO, Minneapolis, MN.

Osborne, J., Roman, D., & **Cheuk, T.** (2011). *Linking Assessment to Teaching: Ideas and Evidence*. National Science Teachers Association (NSTA) Annual Conference, San Francisco, CA.

### ***Cal Poly Presentations***

2023, May 2                      UNIV350 Global Environment, capstone course for Environmental Science Minor  
Invited by Professor Lars Tomanek (CSM)

2023, April 21                      LS301 Career Preparation, Guest Lecturer  
"Identity Mapping: How our intersectional identities impact our roles as future teachers."  
Invited by Liberal Studies Chair Lola Berber and Lecturer Sam Shalhoub

2023, April 18                      *Reproductive Justice: Parenting Panel*  
Students with Dependents & Campus Health and Wellbeing  
Advanced Technology Labs (ATL), Cal Poly

Moderator

Abstract: Expounding from the three tenets of reproductive justice, panelists share how they approach different forms of justice in parenting (e.g., reproductive, environmental, racial, food, education, and disability).

2023, Feb 9

*Social Justice Teach In (College of Liberal Arts)*

“We Care So Much We Refuse to Burn Out”: Representations of Culturally Responsive Teaching on Abbott Elementary.

Abstract: A facilitated panel discussion of the hit ABC television show Abbott Elementary. Filmed as a mockumentary style sitcom, Abbott Elementary chronicles the daily lives of students and teachers in a predominately Black school community in Philadelphia. Expert panelists from the fields of sociology, teacher education, and K-12 education will examine the show's portrayal of issues related to race, class and culture in teaching and learning. (virtual) [Registration: 97]

2022, May 5-6

*Ethics and Social Justice Rubric Workshop*

Ethics and Social Justice Community of the Data Strategic Research Institute (SRI). Presenter (in person).

2022, Feb 17

*Centering Student Identities and Languages in the K-12 Classroom.*

6<sup>th</sup> Annual Social Justice Teach In, College of Liberal Arts.

Faculty Advisor. (51 registrants, Virtual session)

2022, Feb 17

*A conversation on Social Justice Education In and Out of the K-12 Classroom.*

6<sup>th</sup> Annual Social Justice Teach In, College of Liberal Arts.

Faculty Advisor. (Virtual session)

2022, Feb 17

*Research that Makes a Difference: Social Justice, Research, Scholarship & Creative Activities at Cal Poly*

6<sup>th</sup> Annual Social Justice Teach In, College of Liberal Arts.

Panelist (75 attendees)

2021, Feb 19

*Beyond the Bachelor's: Preparing for Graduate Programs as a Student Parent*

Students with Dependents Initiative.

Panelist (20 attendees, virtual session)

- 2020, Oct 27      *BEACoN Research Q and A Panel*  
Panelist (Virtual session).
- 2020, Feb 29      *Abolitionist Teaching for Students of Color: Changing the Status Quo in K-12 Schools*  
Change the Status Quo: Social Justice Leadership Conference, with Dr. Oscar Navarro, Dr. Jessica Jensen, Ms. Julee Bauer, Dr. Briana Ronan, and K-12 educators.

## **FUNDING**

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### ***Grants Awarded***

- 2023-2025      PI. Data-to-Action Campaign for Parenting Students. PI. Funder: The Urban Institute. Our Cal Poly team will be part of a cohort of colleges and a college system that will receive a package of coaching, technical assistance, peer learning opportunities, and \$30,000 per year for two years to advance parenting status data collection. The goal is to support better data on parenting and single mother students that could inform practices and policies to support their college success.

**Abstract:** The Data-to-Action (D2A) Campaign for Parenting Students aims to inform high-quality data collection on college students' parenting status and to use the data to improve opportunities for student parents to meet their education, career, and life goals. Through coaching, technical assistance, and peer learning, the D2A Campaign supports a College Community of Practice comprised of higher education institutions in California, Illinois, and Oregon. These states have taken the lead in passing legislation to collect all college students' parenting status at the student-record level, with the goal of improving higher education outcomes. The Urban Institute is leading a partnership of motivated colleges, parenting students, two advisory boards, and consultant partners in this effort. This team is cooperating to develop new best practices and strategies for responsibly collecting student-parent data in a way that sets a positive example for other related effort. The D2A team promotes these insights to a range of stakeholders, allowing more schools, states, and federal agencies to use data to support the success of parenting students, who make up about one in five undergraduates and one in four graduates. ECMC Foundation, The Ford Family Foundation, and Lumina Foundation support this project.  
[\$60,000]

- 2023 Cal Poly HSI High Impact Mini-Grant. [\$4604]. [Translanguaging / Multiliteracy Book Grant](#), with Briana Ronan, Julee Bauer and Efrain Brito.
- 2023 ‘Grant us the sun’: Kitchen-table conversations with the Black Academic Excellence Center (BAEC). Funder: Educator Recruitment sponsored by the Department of Educator and Leadership Programs at the Chancellor's Office at California State University. Proposal with co-PI Amanda Frye (Liberal Studies), and co-PI Efrain Brito (School of Education), in partnership with Black Academic Excellence Center (BAEC). Awarded: \$2500 with matching funds from BAEC at \$500. Website: <https://tinyurl.com/GrantUsTheSun>
- 2023-2024 PI. *#StudentParentJoy*. Imaginable Futures. [\$55,000], Gift funds.
- 2022-2023 PI. Center for California Studies. “Multigenerational outcomes and returns on investments for student parents in the California University State system.” Center for California Studies, Sacramento State University, Gates Foundation. [\$20,000]
- 2022-2023 Representative for the School of Education. Math and Science Teacher Initiative (MSTI), California State University. [\$100,000]
- 2020-2025 co-PI (7% time). U.S. Department of Education. “Cal Poly TIER: Teaching for Inclusivity and Equity Residency Program” with Dr. Briana Ronan (PI), and Dr. Leah Wood (co-PI). [\$2,165,181]
- 2022-2025 co-PI. The Spencer Foundation (Small Grant Program). “Fostering a mutual support network of aspiring and early career Teachers of Color” with Dr. Amanda Frye (PI). Awarded (25 of 299 get funded, ~8.4% awarded grants). [\$50,000]
- 2022-2023 co-PI. Cal Poly, Research, Scholarship, and Creative Activities (RSCA). “Building an Anti-Racist Community of Practice among Current and Future Elementary School Teachers in San Luis Obispo” with PI Dr. Amanda Frye. [\$18,000]
- 2022-2023 co-PI. Cal Poly, Research, Scholarship, and Creative Activities (RSCA). “Live Streaming Wildlife to Promote Coexistence” with PI Emily Taylor (Biology) and co-PIs Jasmine Nation (Liberal Studies), and Nancy Stauch (School

of Education). Cal Poly Center for Expressive Technologies (College of Liberal Arts).  
[\$3900]

2020-2022 Cal Poly Maker Institute: Maker Tools in the K-12 Classroom. Strategic Initiative Proposal with Dr. Chance Hoellwarth, Dr. Kelly Bennion, Dr. Tom Bensky, Dr. Lauren Cooper, Dr. Jessica Jensen, Dr. Jane Lehr, Dr. Matthew Moelter, and Dr. Jennifer Teramoto Pedrotti.  
[\$200,000, Funded by Noyce Foundation]

### ***Grants in Review***

2024-2030 Computing and Engineering Growth and Access Network: Generating Excellence C-ENGAGE. NSF Scholarships in Science Technology, Engineering, and Mathematics Program (S-STEM). Track 3 (Inter-institutional Consortia). co-PI for Cal Poly (with PI Jane Lehr and co-PI Stephen Beard). Collaboration with Allan Hancock College and Cuesta College. [\$5 million with \$2.6M for Cal Poly, NSF]. Submission Date: Submitted 3/11/24

### ***Grants Unfunded***

2023 Cal Poly HSI High Impact Mini-Grant [5,000], “Educators of Color Speaker Series” (with Dr. Jonathan Rosa). With Efrain Brito and Amanda Frye.

2023 Student Parent Access and Community Empowerment (SPACE). coPI. Funder: Ascend Parent-Powered Solutions Fund. Proposed budget: \$50,000, 1 year grant. Unfunded, 144 proposals submitted, 6 were funded.

2022 *Building an Anti-Racist Community of Practice among Current and Future Elementary School Teachers in San Luis Obispo, CA*. Division K: Anti-Racist Teaching and Teacher Education Seed Grants. 70 proposals submitted, 3 awarded for 2022.

2022 Ethics and Social Justice Assessment of Data-Intensive Research Activities with PI Franz Kurfess (Computer Science) and co-PIs Tina Cheuk, Katya Vasilaky (Business), and Elise St. John. Cal Poly College of Engineering Summer Undergraduate Research Program (SURP).

2021 #StudentParentJoy: Two generations, one future. Letter of Intent. Michelson Spark Grant. PI. Proposed budget: \$24,000.

2021 Ascend at the Aspen Institute: 2Gen Level Up Prize Application. Proposed



budget: \$5,000

- 2021 The Spencer Foundation (Racial Equity Grant Program). Proposal title: “Fostering a mutual support network of aspiring and early career Teachers of Color” with Dr. Amanda Frye (co-PI) and Dr. Tina Cheuk (PI). Proposed budget: \$75,000
- 2021 RSCA Grant Feb 2021 Proposal title: “Fostering a mutual support network of aspiring and early career Teachers of Color” with Dr. Amanda Frye (co-PI) and Dr. Tina Cheuk (PI). Proposed budget: \$18,000
- 2020 Aspen Parent Powered Solutions Fund. Proposal title: “#StudentParentJoy: Two Generations, One Future” with PI Dr. Tina Cheuk and co-PI Dr. Larissa Mercado-López (Fresno State University). Proposed budget: \$25,000
- 2020 The RISE Prize. Proposal title: “Student Parent Alliance” with PI Dr. Tina Cheuk and co-PI Dr. Larissa Mercado-López (Fresno State) and co-PI Dr. Whitney Pirtle (UC Merced). Submitted May 2020. Proposed budget: \$50,000
- 2020 Cal Poly’s Strategic Initiatives Call for Proposals. Proposal titled: “Fostering Inclusion, Retention, and On-Time Graduation Rates for Pregnant Students and Students with Dependents in Institutions of Higher Education” with PI Dr. Tina Cheuk and co-PIs: Joni Roberts, Amy Gode, Genie Kim, Suzanne Phelan, Charlotte Rinaldi and Alison Ventura. Proposed budget: \$300,000
- 2020 Cal Poly’s Strategic Initiatives Call for Proposals. Proposal titled: “Center for Research and Collaboration on PreK-12 Social Justice Education.” Co-PIs in alpha order: Tina Cheuk, Denise Isom, Jessica Jensen, Carrie Langner, Linda Lee, Julie Lynem, Jenell Navarro, Briana Ronan, Jennifer Teramoto Pedrotti, Amber Williams, Leah Wood & Grace Yeh. Total grant requested: \$211,000

## **CONSULTING ACTIVITIES**

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- 2022-present Advisory Board Member. “California Alliance for Student Parent Success”. California Competes and EdTrust-West.
- 2021-present Advisory Board Member. “Pregnant and parenting student project”. The Michelson 20MM Foundation.
- 2021-present Advisory Board Member. “Facilitating Teacher Learning with Video Clips of

Instruction in Science”. PI Miray Tekkumru-Kisa (RAND) (NSF funded project #2000833)

- 2019-2022 Content Expert. Pivot Learning (Oakland, CA). I provide expertise on English Learner-focused research projects on the topics of instructional settings, instructional materials, and English Learners in California (2019-present). Current project: Opportunity Mapping of English Learner Instructional Materials in CA.
- 2020 Content Expert. Policy Analysis for California Education & Pivot Learning. I provided expertise on a policy brief titled, “English language learners and the Local Control Funding Formula: Implementation Challenges and Successes from Two District Cases”
- 2019-2021 Consultant. ArguLex: Applying Automated Analysis to a Learning Progression for Argumentation is an NSF funded project with BSCS Science Learning, Michigan State University and Stanford University.

## **PROFESSIONAL DEVELOPMENT ACTIVITIES**

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- 2024, Jan 26 Critically Transforming Teacher Education: Insights from Racial Justice Leaders, Institute for Teachers of Color Committed to Racial Justice (ITOC), 12pm-2pm PST, participant.
- 2021-present Science Education Campaign for Research, Equity & Teaching (NSF Funded). Participant in book study, *Fugitive Pedagogy* by Jarvis Givens, hosted by Tara Nkrumah of Arizona State University. Monthly virtual book study (Sept 2023-March 2024).
- 2023 CSU Basic Needs Research Consortium (June 6-8, 2023), hosted by participant and presenter. Hosted by the Center for Equitable Higher Education (CEHE) at California State University, Long Beach.
- 2023-2024 Institute for Teachers of Color Committed to Racial Justice (fellow)-declined
- Spring-Fall 2023 AI CIRCLS NSF Grant Proposal Mock Review Panels, project participant PD related to the NSF Panel Review Process and networking the AI CIRCLS Community. \$1500
- Spring 2022 [AI CIRCLS Project Incubator 2022](#): Literacy and Artificial Intelligence, Center

for Integrative Research in the Computing and Learning Sciences, project participant.

- April 2022 AERA Division K Early Career Pre-conference Seminar (Equity and Justice Scholars Staying Whole in the Academy), participant (by application), April 19, 2022, 10-12 pm
- 2021 Museum of Science and Industry, Chicago  
Summer 2021 Accepted participant, fusing Equity and Whole-School STEM Models (Awarded travel funding: \$1100)-postponed to 2021, declined award.
- April 2020 AERA Division C New Faculty Mentor Program (NFMP)  
April 2020 Accepted participant (canceled conference, competitive program).  
Mentor: Betsy Davis
- April 2020 AERA Division K Early Career Mentoring Pre-Conference  
Accepted participant (canceled conference, competitive program)
- April 2020 PERSIST Project  
Participant, pre-conference travel support (Awarded travel funding \$1000) to NARST (Held online)
- July 2018 University of Jyväskylä, Finland  
European Science Education Research Association  
Workshopped my dissertation study and took methods and theory courses with 50 science education doctoral students from around the world during a week-long summer school.
- 2018-present English Learner Leadership & Legacy Initiative  
California Association of Bilingual Educators with Californians Together  
Studied the English learner advocacy and policy ecosystem and networked with 50 emerging educational leaders in California.
- 2017-2018 The Clayman Institute for Gender Research, Stanford  
Graduate Voice & Influence Program  
Gained research-based gender knowledge and tools in a year-long leadership development program with 20 Stanford doctoral students.
- 2016-2017 Institute for Research in Social Sciences, Stanford  
Laboratory for the Study of American Values

Designed and implemented original surveys of nationally representative samples of adults to gain new insights about American values as part of a two-quarter course sequence.

## **PROFESSIONAL HONORS & LEADERSHIP ACTIVITIES**

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### ***Research Awards***

- 2022            Lead Awardee with Dr. Amanda Frye (L.S.) and Dr. Oscar Navarro (CSU-Long Beach). Significant Contributions in the Areas of Anti-Bias and Anti-Racist Teaching and Teacher Education, California Council on Teacher Education.
- 2021-2022     Invited Contributor, Science Education Campaign for Research, Equity & Teaching, NSF funded grant (#2029956) led by Brian A. Williams (Georgia State University) and John Settlage (University of Connecticut), (\$1000)
- 2017            Jhumki Basu Scholar Award, NARST (\$700)
- 2016-2017     Dean's Collaborative Learning Fund, Stanford Graduate School of Education (\$1250)
- 2016-2017     Student Projects for Intellectual Community Enhancement Grant, Stanford University (\$2500)
- 2016-2017     Research Support, Stanford Institute for Research in Social Sciences (\$2000)
- 2015-2017     Action Research Team Fellow, Stanford Graduate School of Education (\$40,000)
- 2014-2016     [Enhancing Diversity in Graduate Education Fellowship](#), Stanford (\$12,800)

### ***Service Awards***

- 2023            Cal Poly President's Diversity Award, [Faculty Award](#) (winner)
- 2022            2022 Stanford GSE Alumni Excellence in Education Award (semi-finalist).
- 2022            [Outstanding Faculty Innovator in Student Success](#), California State University, Cal Poly-SLO Nominee
- 2015-2019     [Diversity Improvement Fund for Mothers in Academia](#), Stanford (\$6300)

- 2018 James Lyons Award for Service, Stanford University
- 2018 [Community Impact Award](#), Stanford Alumni Association
- 2018 [Graduate Leadership Award](#), Stanford Asian American Community Center
- 2018 Doctoral Student Community & Service Award, Stanford Graduate School of Education
- 2016-2017 Understanding Language match grant to support Mothers in Academia (\$1500)
- 2015-2016 [Marjorie Lozoff Graduate Prize](#), The Clayman Institute for Gender Research, Stanford University (\$1000)

## **SERVICE**

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### ***Service to the School of Education***

- 2024-winter Screening Committee for Tenure Track Position in Literacy Education (Early Elementary), co-chair
- 2024-present Central Coast Education Collective, Committee member-faculty
- 2023, Sept 28 Try Teaching Event. Supporting recruitment for future teachers of color for both the student club, Educators of Color and Teaching for Inclusivity and Equity Residency (TIER) program.
- 2023, spring 6th Annual Social Justice in Education Conference in partnership with the Central Coast Coalition for Undocumented Student Success (May 20, 2023), planning committee member.
- 2022, summer Teacher Quality Partnership, Social Justice Resources, committee member.
- 2021-2022 Screening Committee for Tenure Track Position in Secondary Education (Critical Pedagogies), committee member.
- 2021-2022 Culturally Responsive Teaching Certificate Program, Teacher Quality Partnership, science teaching facilitator.
- 2019-present Educators of Color Network and Student Club.  
Organized by Liberal Studies and School of Education students and alumni.  
Faculty co-advisor.
- Club president Manuela Cruz awarded Courtney E. Smyth Memorial Scholarship for \$7500 (July 2022)
  - Club leader Gloria Sevilla recognized by Cal Poly as one of six outstanding “Great Grad” in *Cal Poly News* (June 2022):  
[https://calpolynews.calpoly.edu/news\\_releases/2022/June/Six\\_Graduates](https://calpolynews.calpoly.edu/news_releases/2022/June/Six_Graduates)
  - Club president Manuela Cruz and club member Oscar Valasco recognized by Cal Poly Center for Leadership ‘Leadership in Action’ awards (May 2022).
  - Club recognized by Cal Poly Service in Action “Significant Contribution” as a student organization (June 2021):  
<https://serviceinaction.calpoly.edu/awards/previous>
- 2020-2021 CSU Sally Casanova Faculty Mentor (Ashlee Hernandez). The program is

“designed to increase the pool of potential California State University faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages.” Funding for student research \$3000.

- Recognized by Cal Poly as one of six outstanding “Great Grad” in *Cal Poly News* (June 2022):  
[https://calpolynews.calpoly.edu/news\\_releases/2021/june/six-outstanding-cal-poly-graduates](https://calpolynews.calpoly.edu/news_releases/2021/june/six-outstanding-cal-poly-graduates)

### ***Service to the College of Science and Mathematics***

- 2021-present Math and Science Teaching Initiative (MSTI), California State University, MSTI representative supporting recruitment efforts of math and science teachers
- 2021, Oct Try Teaching Event  
Recruitment for TIER applicants and Educators of Color club members
- 2020-2021 Liberal Studies Diversity, Equity and Inclusion Committee, member.
- 2019-2020 Search Committee for Tenure Track Position in Liberal Studies (Science Specialist), committee member.
- 2020, Jan Connect & Inspire—Journeys to Education and Beyond. January 24, 2020 (4:30-6:30 pm). Event hosted by SCTA and Liberal Studies Student Council. Hosted a table to boost recruitment efforts of Liberal Studies students into School of Education programs.

### ***Service to the University***

- 2023-present Diversity Partner Network (DPN) at Cal Poly (monthly meetings),  
Chaired by Beya Makekau, Cal Poly’s Assistant Vice President of DEI Strategic Planning and Networks
- 2022-present Cal Poly Basic Needs Task Force. Committee member (monthly meetings),  
co-chaired by Basic Needs Coordinator, Hannah Stein.
- 2023-2024 Assigned Time for Exceptional Level of Service to Students. Awarded 4 WTUs.
- 2022-2023 Assigned Time for Exceptional Level of Service to Students. Awarded 4 WTUs.
- 2021-2022 Assigned Time for Exceptional Level of Service to Students. Awarded 3 WTUs.
- 2020-2021 Cal Poly Data Sciences Strategic Research Initiatives. Committee member (Ethics

and Social Justice Work Group)

2021, Nov      Cal Poly Library Guides. Review committee member. Invited guest on Nov 4, 2021 around data visualization.

### ***Service to the Professional Community***

#### **Editor**

2021-2022      Co-Editor, *Peabody Journal of Education*, Special issue on student activism in higher education

#### **Manuscript Reviews**

2022-present   ad hoc reviewer: *Journal of Science Teacher Education*

2020-2021      ad hoc reviewer: *Berkeley Review of Education*

2016-present   ad hoc reviewer: *Science Scope*, National Science Teachers Association publication

2019-present   ad hoc reviewer: *Studies in Educational Evaluation*,

2019-present   ad hoc reviewer: *Journal of Research in Research in Science Teaching*

2019-present   ad hoc reviewer: *Journal of Science Education and Technology*

2016-present   ad hoc reviewer: *Science Education*

#### **Conference Proposal Reviews**

2019            NARST, Annual Conference, proposal reviewer, San Antonio

2019            American Educational Research Association (AERA)

Annual Conference, Div C (Learning & Instruction), reviewer

2017            American Educational Research Association (AERA)

Annual Conference, Div L (Educational Policy & Politics), reviewer

#### **Grant Proposal Reviews**

2023-present   National Science Foundation (NSF), ad hoc reviewer

#### **Professional Service**

2023-2025      National Academies of Sciences, Engineering, and Medicine, Board on Science Education (BOSE), [PreK-12 STEM Education Innovations](#), Expert committee member (1 of 14).

The study will: 1) review the literature and identify research gaps regarding the interconnected factors that foster and hinder successful implementation of promising PreK-12 STEM innovations at local, regional, and national levels; 2) present a compendium of promising, evidence-based PreK-12 STEM education practices, models, programs, and technologies; 3) identify barriers to widespread



and sustained implementation of innovations; and 4) make recommendations to relevant stakeholders on measures to address the identified barriers.

- 2023-present California State University (CSU) Basic Needs Research Consortium (BNRC), committee member for Cal Poly SLO.
- 2024-present Data for the People Coalition (member). California's Cradle to Career work.
- 2022-2023 National Assessment of Educational Progress (NAEP) Science Assessment Framework Panel  
Development Panel, member  
Steering Panel, member  
Deliverable: The [2028 NAEP Science Assessment Framework](#)
- 2020-2022 California Commission on Teacher Credentialing  
Bilingual Authorization Work Group, member
- 2020-2021 California Department of Education  
California State Literacy Plan, member
- 2019-2021 National Association for Research in Science Teaching (NARST)
  - Publications Advisory Committee, member
  - Graduate Student Research Symposium, mentor to Scott Cohen, Georgia State University
  - Navigating the Job Market (July 2020), roundtable discussant (online)
  - Graduate Student Forum, Annual Conference, Baltimore (2019), roundtable facilitator
- 2020-2021 Institute for Women's Policy Research  
Student Parent Policy Working Group, member
- 2019-present English Learner Leadership & Legacy Initiative (ELLLI), advocate
- 2010-2018 U.S. Department of Education, proposal reviewer  
*Grant competitions include:*  
Full Service Community Schools, panel monitor, 2018  
First in the World, 2015  
Investing in Innovation (i3) Development Grant, 2011 & 2015  
Turnaround School Leaders Program, 2014  
Race to the Top-District Grants, 2012 - 2013

Supporting Effective Educator Development Grant, 2011  
i3 Implementation Grant with STEM focus, 2012  
Promise Neighborhoods, Planning Grant, 2010; Implementation Grant, 2012

2014-2015 California State Board of Education  
Science Curriculum Framework, committee member

### **PROFESSIONAL ASSOCIATIONS & MEMBERSHIP**

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California Council on Teacher Education (CCTE), appointed delegate representing Cal Poly-SLO School of Education (2023-2024)

American Educational Research Association (AERA)

National Association for Research in Science Teaching (NARST)

American Society for Engineering Education (ASEE)

### **MEDIA MENTIONS**

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2023, Oct 18 *Cal Poly College of Science and Mathematics receives \$60,000 grant to support parenting students.*

<https://mustangnews.net/cal-poly-college-of-science-and-mathematics-receives-60000-grant-to-support-parenting-students/>

2022, Sept 6 *Meet Five Faculty Members Making Room for Inclusion in Their Courses.* Cal Poly News. <https://www.calpoly.edu/news/meet-five-faculty-members-making-room-inclusion-their-courses>

2022, July *Teacher of Color Issues, and the Development of Culturally and linguistically Diverse Learners in STEM settings.* CSU STEM-NET: All things STEM podcast. <https://www.calstate.edu/impact-of-the-csu/research/stem-net/Pages/all-things-stem-podcast.aspx>

2022, Apr 18 *Students with children in California could get priority registration.* KCBS Radio. Interview with anchor Megan Goldsby. <https://www.audacy.com/kcbsradio/podcasts/kcbs-on-demand-20757/students-with-children-in-california-could-get-priority-registration-1369867658>

2022, Mar 2 *California is coalescing to support pregnant and parenting students.* Michelson 20MM Foundation. <https://20mm.org/2022/03/02/california-coalescing-pregnant-parenting-students/>

2021, Jun 10 *Despite Obstacles, Single Mom Stayed the Course. Now, the New Grad Wants to Help Others.* Cal Poly News.

<https://www.calpoly.edu/news/despite-obstacles-single-mom-stayed-course-now-new-grad-wants-help-others>

- 2021, Jun 8 *Six Outstanding Cal Poly Graduates Symbolize Hope, Perseverance and Tenacity of the Class of 2021*. Cal Poly News.  
[https://calpolynews.calpoly.edu/news\\_releases/2021/june/six-outstanding-cal-poly-graduates](https://calpolynews.calpoly.edu/news_releases/2021/june/six-outstanding-cal-poly-graduates)
- 2020, Jun 1 *Cal Poly School of Education granted \$2.1 million for residency program*. KSBY  
<https://www.ksby.com/rebound/cal-poly-school-of-education-granted-2-1-million-for-residency-program>
- 2020, Sep 18 *Baba School. French Elle*. Print version only.
- 2020, Aug 27 *Two Cal Poly Students Awarded Pre-Doctoral Fellowships Aimed at Preparing Future CSU Faculty Members*, Cal Poly News  
[https://calpolynews.calpoly.edu/news\\_releases/2020/august/fellowships](https://calpolynews.calpoly.edu/news_releases/2020/august/fellowships)
- 2020, Aug 4 *Parents unhappy with school options assemble learning 'pods'*. Associated Press.  
<https://apnews.com/d5315e79e75b1b6d83dcbb36c0da914e>
- 2019, Nov *GradEd Champion*  
VPGE Newsletter  
<https://vpge.stanford.edu/news/gradedchamp/tina-cheuk>
- 2019, May 9 *Motherhood at Stanford*  
Stanford Report  
<https://news.stanford.edu/2019/05/09/motherhood-at-stanford/>
- 2018, Sep 18 *Facebook Live Interview with Stanford Graduate School of Education, Preparing students for college and careers (book talk)*  
<https://www.facebook.com/StanfordEducation/videos/2208835066066271/>
- 2018, Jan *Public Attitudes toward School Vouchers in the Trump Era*  
Research Minute Podcast with CPRE Knowledge Hub  
<https://cprehub.org/research-minutes#podcast-382>
- 2018, Jun 13 *Stanford expands support for graduate student parents*  
*Palo Alto Online*

<https://www.paloaltoonline.com/news/2018/06/13/stanford-expands-support-for-graduate-student-parents>

- 2018, Jun 11 *Initiatives for Graduate Student Families at Stanford and Next Steps*  
Notes from the Quad  
<https://quadblog.stanford.edu/2018/06/11/initiatives-for-graduate-student-families/>
- 2017, Sep 26 *Student parents say Stanford can do more for them*  
Stanford Daily Magazine  
<https://www.stanforddaily.com/2017/09/26/student-parents-say-stanford-can-do-more-for-them/>
- 2017, Mar 3 *The Childcare Squeeze for Stanford Grad Students*  
Palo Alto Online  
<https://paloaltoonline.com/news/2017/03/03/the-child-care-squeeze>
- 2014, Oct 1 *Finding Overlap in the Common Math, Language Arts, and Science Standards*  
Education Week  
[http://blogs.edweek.org/edweek/curriculum/2014/10/finding\\_overlap\\_in\\_the\\_common.html](http://blogs.edweek.org/edweek/curriculum/2014/10/finding_overlap_in_the_common.html)
- 2013, May 14 *Common Science Standards Face Capacity Issues*  
Education Week  
<http://www.edweek.org/ew/articles/2013/05/15/31science.h32.html>
- 2013, Apr 26 *What will we do, where will we go with the NGSS?*  
National Science Teachers Association Blog  
<http://nstacommunities.org/blog/2013/04/26/what-will-we-do-where-will-we-go-with-the-ngss/>