

Abraham S. Lo, Ph.D.

EDUCATION

Northwestern University, School of Education and Social Policy Evanston, IL, USA
Ph.D., Learning Sciences 2010-2017

- **Dissertation:** *Epistemic aims, considerations, and agency: Lenses for helping teachers analyze and support students' meaningful engagement in scientific practices*
- **Committee:** Brian J. Reiser (chair), Christina V. Schwarz, Miriam G. Sherin, and Bruce L. Sherin

University of Pennsylvania, Graduate School of Education Philadelphia, PA, USA
Master of Science in Education, Secondary Education 2002-2003

- **Master's Thesis:** *Creating a Meaningful Learning Environment by Incorporating Students' Sociocultural Capital*
- **Advisors:** Kenneth Tobin, Sonya Martin, and Sarah-Kate Lavan

University of Pennsylvania, College of Arts and Sciences Philadelphia, PA, USA
Bachelor of Arts in Biology, cum laude 1998-2002

PROFESSIONAL APPOINTMENTS

BSCS Science Learning Colorado Springs, CO, USA
Science Educator 2018-Present

- Design research-driven instructional materials and professional development programs to promote meaningful science learning for all students

University of California Museum of Paleontology Berkeley, CA, USA
Museum Associate 2019-Present

University of California, Davis, School of Education Davis, CA, USA
Postdoctoral Scholar 2015-2016

- **Advisor:** Cynthia Passmore

ACADEMIC AWARDS & HONORS

- AERA Minority Dissertation Fellowship in Education Research, 2014-15
- Institute of Education Sciences Pre-Doctoral Training Fellowship, 2011-2014
- International Conference for the Learning Sciences Doctoral Consortium, 2014
- AERA 2015 Division C Graduate Student Seminar Participant, 2015
- Dean's Urban Teacher Education Scholar, University of Pennsylvania, 2002-2003
- University Fellowship, Northwestern University, 2010-2011
- Conference Travel Grant, Northwestern University, 2014, 2016

RESEARCH PROJECTS

BSCS Science Learning Colorado Springs, CO, USA
Preparing Teachers to Design Tasks to Support, Engage, and Assess Science Learning in Rural Schools (Co-PI, NSF Award DRL 2010086, \$2,979,000) 2020-Present

- **Project Goal:** Engage in design-based implementation research to collaboratively design and assess the effectiveness of an online course sequence that supports teachers in implementing five-dimensional instruction and assessment.
- Oversee all aspects of the project research and design work at BSCS Science Learning and our partners at the University of Colorado Boulder
- Co-led the development and facilitation of the online course and tools (5dassessment.org) and the scoring and analysis of teachers' pre and post assessments

Engaging Science Learning with OpenSciEd (Key Personnel, US Department of Education, \$3,999,759) 2024-Present

- **Project Goals:** The project will assess the efficacy of the OpenSciEd middle school program and relevant factors for supporting successful implementation.
- Co-lead the adaptation of the 8th grade professional learning materials in partnership with stakeholders from Southern University.
- Lead the exploration of how implementation of OpenSciEd can support engaging, relevant, and coherent student learning.

Supporting Students' Meaningful Use of the CCCs (PI, Carnegie Foundation & Digital Promise, \$9,000) 2022-2023

- **Project Goal:** Developed professional learning materials and tools to support teachers in understanding what meaningful use of the 3Ds looks like and how they can support their students' use of the 3Ds when using the OpenSciEd instructional materials.

Communities Supporting Teacher Learning: Using Videocase Analysis of Teaching and Learning to Support Undergraduate Preservice Secondary Science Teachers (Co-PI, NSF Award DUE 1725389, \$3,035,805) 2018-Present

- **Project Goal:** This program engaged with stakeholders (university science faculty, university education faculty, and cooperating teachers) to use the STeLLA conceptual framework to enhance the effectiveness and coherence of their undergraduate preservice science teacher (PST) preparation programs.
- Co-designed the professional learning that supported university team members, PSTs, and PSTs' mentor teachers in learning about the STeLLA strategies.
- Supported the collaborative work of two university teams to enhance their university team programs.
- Oversaw the research to understand 1) the successes and challenges involved in engaging in cross-stakeholder collaborations and 2) how the university team members' work led to changes in PSTs' classroom practices and their students' science learning.

Building Capacity to Analyze and Adapt Tasks Focused on 3-Dimensional Learning (Key Personnel, NSF Award, DRL 1748757, \$299,837) 2018-Present

- **Project Goals:** Conducted early-stage research to understand: (1) how we can prepare teachers to support three-dimensional (3D) science learning and (2) how teachers assess 3D science learning of diverse students
- Co-designed rubric to assess three-dimensionality of teacher-designed assessments and understand how the professional learning led to shifts in teachers' assessment practices.

Pending Research Grant Activity

- *Investigating the Impact of an Online 5D Assessment Course on Teachers' Assessment Practices*, NSF DRK-12, PI, \$3,000,000, August 2024-2028
- *Developing Teacher Leaders' Capacity to Promote 5D Teaching and Learning in Secondary Science Classrooms*, NSF Noyce, Co-PI, \$2,992,228, June 2024-May 2029
- *Climate Education Pathways: Designing a scalable approach to test the impact of localized climate learning on student agency*, NSF DRK-12, Key Personnel, \$2,999,547, Sept 2024-May 2028

University of California, Davis, School of Education

Davis, CA, USA

Modeling Scientific Practice in High School Biology: A Next Generation Instructional Resource

2015-2016

(Key Personnel, NSF Award DRL 1348990, \$1,963,466)

- **Project Goal:** Design and investigate an integrated online resource (curricular, pedagogical, and professional supports) to support high school biology teachers' enactment and understanding of a year-long model-based instructional sequence
- Developed strategies for data collection, data analysis, curriculum development, and professional development for participating teachers
- Observed and provided professional support for three high school biology teachers' implementations of the *Model Based Education Resource (MBER): Biology curriculum*
- Developed methodologies to understand teachers' decision making and planning

Northwestern University, School of Education and Social Policy

Evanston, IL, USA

Supporting Scientific Practices in Elementary and Middle School Classrooms

2011-2015

(Key Personnel, NSF Award DRL 1020316, \$3,495,230)

- **Project Goal:** Develop a learning progression to characterize how learners' meaningful use of scientific practices can become increasingly more sophisticated over time through instructional, curricular, and professional development supports
- Co-designed research protocol and research instruments for investigating how teachers perceive the changes involved in bringing NGSS into science classrooms and how they adapt their teaching approaches to support their students in scientific practices
- Conducted teacher and student interviews about their understanding and use of scientific practices
- Designed and analyzed assessments used to assess students' understanding and use of scientific practices
- Coordinated data collection at five research sites and supervise undergraduate research assistants

- **Project Goal:** Develop web-based professional development system to help teachers engage with the major ideas within the NRC's Framework for K-12 Science Education and the NGSS.
- Assisted in the design of a middle-school pathway examining students' use of modeling and teacher strategies to support argumentation in classrooms
- Analyzed pre- and post-intervention surveys to ascertain changes in participants' understanding of scientific practices and the effectiveness of the NGSX platform

PEER-REVIEWED PUBLICATIONS, PRESENTATIONS, AND WORKSHOPS

Publications

- Lo, A. S., Glidewell, L., O'Connor, K., Allen, A., Herrmann-Abell, C. F., Penuel, W. R., Wingert, K., & Lindsay, W. (2022). Promoting shifts in teachers' understanding and use of phenomena in instruction and assessment. In C. Chinn, E. Tan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences - ICLS 2022* (pp. 1145-1148). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2022.1145>
- Wingert, K., Jacobs, J., Lindsay, W., Lo, A. S., Herrmann-Abell, C. F., & Penuel, W. R. (2022). Understanding the Priorities and Practices of Rural Science Teachers: Implications for Designing Professional Learning. *The Rural Educator*, 43(3), 26-40. <https://doi.org/10.55533/2643-9662.1338>
- Edelson, D. C., Reiser, B. J., McNeill, K. L., Mohan, A., Novak, M., Mohan, L., Affolter, R., McGill, T. A. W., Buck Bracey, Z. E., Deutch Noll, J., Kowalski, S. M., Novak, D., Lo, A. S., Landel, C., Krumm, A., Penuel, W. R., Van Horne, K., González-Howard, M., & Suárez, E. (2021). Developing Research-Based Instructional Materials to Support Large-Scale Transformation of Science Teaching and Learning: The Approach of the OpenSciEd Middle School Program. *Journal of Science Teacher Education*, 32(7), 780-804. <https://doi.org/10.1080/1046560X.2021.1877457>
- Fick, S. J., Arias, A. M., Vo, T., Sherwood, C.-A., Benedict-Chambers, A., & Lo, A. S. (2020). Axes of Support: Explicit to Implicit and Practical to Epistemic. In M. Gresalfi & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020* (Vol. 2, pp. 853-854). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2020.853>
- Lo, A. S. (2017). Epistemic aims, considerations, and agency: Lenses for helping teachers analyze and support students' meaningful engagement in scientific practices (Publication Number Order No. 10683645) [Dissertation, Northwestern University]. ProQuest Dissertations & Theses Global.
- Berland, L. K., Schwarz, C. V., Krist, C., Kenyon, L., Lo, A. S., & Reiser, B. J. (2016). Epistemologies in practice: Making scientific practices meaningful for students. *Journal of Research in Science Teaching*, 53(7), 1082-1112. doi: 10.1002/tea.21257
- Lo, A. S. (2014). *Learning to notice: Supporting students' meaningful engagement in scientific practices*. In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, K. O'Connor, T. Lee & L. D'Amico (Eds.), *Learning and becoming in practice: The international conference of the learning sciences (ICLS) 2014* (Vol. 3, pp. 1754). Boulder, CO: International Society of the Learning Sciences.

Conference Papers and Presentations

- Lo, A. S., Cooper, S. L., Herrmann-Abell, C.F., Cherbow, K. & Allen, A. (2024, March 18). Lessons Learned from Designing 5D Professional Learning for Rural Science Teachers [Conference Paper]. NARST 2024 Annual International Conference, Denver, CO.
- Herrmann-Abell, C. F., Lo, A. S., Cherbow, K., Cooper, S. L., Gardner, A., & O'Connor, K. (2024, March 18). Investigating the Impact of a 5D Professional Learning Course on Rural Teachers' Assessment Practices [Conference Paper]. NARST 2024 Annual International Conference, Denver, CO.
- Penuel, W. R., & Lo, A. S. (2024, March 19). Preparing Rural Teachers to Design Framework-Aligned Assessment Tasks: Variations in Who Learns and Why [Conference Paper]. NARST 2024 Annual International Conference, Denver, CO.
- Cooper, S. L., & Lo, A. S. (2024, March 17). Supporting Teachers in the Selection of Meaningful Phenomena for Assessment Design [Conference Paper]. NARST 2024 Annual International Conference, Denver, CO.

- Cherbow, K., **Lo, A. S.**, Herrmann-Abell, C. F., Stennett, B., & Askinas, K. (2024, March 19). Impacting Preservice Teachers' Classroom Practice Through the Development of Coherent Science Teacher Education Experiences [Conference Paper]. NARST 2024 Annual International Conference, Denver, CO.
- Lo, A. S.**, Bekins, A., Lindsay, W., Martin, A., Newberg, J., Smith, J., Gagnon, R., Knight, J., Knoblock, R., Larm, R., Scott, A., Strode, P., Stennett, B., & Cherbow, K. (2024, Jan). *A practitioner's perspective on engaging in cross-stakeholder collaborations to enhance secondary science preservice preparation programs* [Themed Paper Set]. 2024 Association for Science Teacher Education International Conference, New Orleans, LA. bscs.org/STeLLACO2
- Newberg, J., Smith, J., Gagnon, R., **Lo, A. S.***, & Larm, R. (2024, Jan). Successes and challenges of developing cross-stakeholder collaborations to enhance preservice teacher preparation [Conference Paper]. 2024 Association for Science Teacher Education International Conference, New Orleans, LA. bscs.org/STeLLACO2
*Advised members of the STeLLA CO² University Colorado, Colorado Springs Team, who were writing about their experiences working on the project.
- Lindsay, W., Martin, A., Knight, J., Strode, P., & **Lo, A. S.*** (2024, Jan). Importance of clear roles and shared goals for supporting meaningful collaborations [Conference Paper]. 2024 Association for Science Teacher Education International Conference, New Orleans, LA. bscs.org/STeLLACO2
*Advised members of the STeLLA CO² University Colorado, Boulder Team, who were writing about their experiences working on the project.
- Penuel, W. R., & **Lo, A. S.** (2023). Building Ownership and Facilitating Participation in Research among Rural Educators [Conference Presentation]. 2023 DRK-12 PI Meeting, Washington DC.
- McLean, M., Fick, S.J., & **Lo, A.S.** (2023, April) *An Analysis of Supports in OpenSciEd Curriculum Materials Focused on Use of the Crosscutting Concepts* [Conference Presentation]. NARST 2023 Annual International Conference, Chicago, IL.
- Lo, A. S.**, Penuel, W. R., & Wingert, K. (2022). *Supporting Teachers in Designing Assessments Aligned to the Vision of the Framework: Findings from Two Design Studies* [Conference Paper]. 2022 Annual Meeting of the American Educational Research Association, San Diego, CA. 5dassessment.org
- Lo, A. S.**, Stennett, B., Hvidsten, C., Bekins, A., Gagnon, R., Martin, A., Newberg, J., Slykhuis, D., Smith, J., Strode, P., Foss, G., Lohmann, N., & Roberson, J. (2022, Jan 7). *Lessons Learned: Successes and challenges of fostering cross-stakeholder collaborations to enhance the effectiveness and coherence of secondary science preservice preparation programs* [Related paper set]. Association for Science Teacher Education 2022 International Conference, Greenville, SC.
- Lo, A. S.**, Stennett, B., Hvidsten, C., & Askinas, K. (2021). *Adapting and Scaling the STeLLA PD Program Conceptual Framework in Preservice Teacher Education Programs* [Conference Paper]. NARST 2021 Annual International Conference [Virtual Conference].
- Lo, A. S.**, Stennett, B., Hvidsten, C., & Askinas, K. (2021, Jan 14). *Developing a common vision for supporting coherence in three preservice science teacher education programs* [Conference Paper]. Association for Science Teacher Education 2021 International Conference [Virtual Conference].
- Lo, A. S.** (2020). *Using cogenerative dialogues to help teachers support meaningful and coherent sensemaking through consensus* [Conference Paper]. NARST 2020 Annual International Conference [Cancelled conference], Portland, OR.
- Stennett, B., Hvidsten, C., **Lo, A. S.**, & Slykhuis, D. (2020). *STeLLA CO²: A New Vision for Coherent Science Teacher Preparation* [Conference Paper]. Association for Science Teacher Education 2020 International Conference, San Antonio, TX.
- Penuel, W., **Lo, A. S.**, Jacobs, J., Gardner, A., Stuhlsatz, M. A. M., & Wilson, C. D. (2019). *Tools for Supporting Teachers to Build Quality 3D Assessment Tasks* [Conference Paper]. NARST 2019 Annual International Conference, Baltimore, MD. <http://learndbir.org/resources/tools-for-supporting-teachers-to-build-quality-3d-assessment-tasks>
- Lo, A. S.**, Bean, J. R., Oshry, A., Stuhlsatz, M. A. M., & Marshall, C. R. (2019). Supporting the development of system thinking for explaining global change phenomena [Conference Paper]. NARST 2019 Annual International Conference, Baltimore, MD.

- Lo, A. S.** (2016). *Epistemic aims, considerations, and agency: Lenses for helping teachers analyze and enhance students' meaningful engagement in scientific practices* [Conference Paper]. NARST 2016 Annual International Conference, Baltimore, MD.
- Griesemer, C. D., & **Lo, A. S.** (2016). *Successes and challenges in promoting student sense making in modeling classrooms* [Conference Paper]. NARST 2016 Annual International Conference, Baltimore, MD.
- Lo, A. S.** (2015). *Supporting students as epistemic agents and the meaningfulness of their engagement in modeling* [Conference Paper]. NARST 2015 Annual International Conference, Chicago, IL.
- Lo, A. S.**, Krist, C., Reiser, B. J., & Novak, M. (2014). *Examining shifts in teachers' understanding of NGSS and their impact on planned instruction* [Conference Paper]. NARST 2014 Annual International Conference, Pittsburgh, PA.
*This was the first paper to share work related to supporting teachers in developing storylined instructional materials.
- Lo, A. S.** (2013). *Understanding differences in student participation in persuasive discourse while engaged in scientific modeling* [Conference Paper]. NARST 2013 Annual International Conference, San Juan, Puerto Rico.
- Lo, A. S.** (2013). *Examining student attention to epistemologies in practice while evaluating scientific models* [Conference Paper]. 2013 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Reiser, B. J., **Lo, A. S.**, Draney, K., Sussman, J., & Toyama, Y. (2013). *Using assessments to capture students' understanding of epistemologies in practice across content area and time* [Conference Paper]. 2013 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Reiser, B. J., & **Lo, A. S.** (2012). *A framework for supporting and assessing scientific practices* [Conference Paper]. NARST 2012 Annual International Conference, Indianapolis, IN.
- Baker, R., Blatt, E., Hurwitz, J., **Lo, A. S.** (2003). *How school environment influences students' learning: A look at two magnet schools in the Philadelphia School System* [Conference Paper]. 24th Annual Ethnography in Education Research Forum, Philadelphia, PA.

Posters

- Lo, A. S.**, Penuel, W. R., Herrmann-Abell, C. F., Cooper, S., Cherbow, K., Wingert, K., Jacobs, J., O'Connor, K., Gardner, A., Glidewell, L., & Allen, A. (2024, March 17). *Preparing Teachers to Design 5D Tasks to Support and Assess Science Learning* [Conference Poster]. NARST 2024 Annual International Conference, Denver, CO.
- Stennett, B., **Lo, A. S.**, Herrmann-Abell, C. F., Cherbow, K., & Askinas, K. (2024, March 17). *Communities Supporting Preservice Teacher Learning in Colorado* [Conference Poster]. NARST 2024 Annual International Conference, Denver, CO.
- Lo, A. S.**, Penuel, W. R., & Wingert, K. (2023). *Preparing Teachers to Design 5D Tasks to Support and Assess Science Learning* [Conference Poster]. 2023 DRK-12 PI Meeting, Washington DC.
- Lo, A. S.** (2015). *Learning to Notice: Supporting students as epistemic agents and meaningful participants in scientific modeling* [Conference Poster]. *Promising Scholarship in Education: Dissertation Fellows and Their Research* at the 2015 Annual Meeting of the American Educational Research Association, Chicago, IL.

Online Forums

- Wingert, K., **Lo, A. S.**, & Penuel, W. R. (2021, May 11-18). *Making Aligned Tasks Equitable for Rural Students* [Video]. 2021 National Science Foundation (NSF) STEM for All Video Showcase.
<https://stemforall2021.videohall.com/presentations/2097.html> (3733 views)

INVITED PRESENTATIONS

Lo, A. S. (2020, April 9). *Instructional Routines and Strategies to Support Coherent Student Learning* Nebraska Association for Teachers of Science Virtual UNconference.

Lo, A. S. (Producer). (2018). Designing instructional units using the NextGenStorylines Approach to support student sensemaking. *Implementing the NGSS*. [Webinar] Retrieved from https://nagt.org/nagt/profdev/workshops/ngss_summit/sept2018/index.html

Allen, C., Ciasullo, N., Leach, D., Lo, A. S., Oleksiak, J., Parks, S. (2008). *Your Child is More than a Test Score*. Council for the Advancement of Public Schools, Upper Merion Middle School, King of Prussia, PA, March 27, 2008.

PROFESSIONAL DEVELOPMENT EXPERIENCE

BSCS Science Learning

Colorado Springs, CO

Science Educator

2018-Present

- Co-led the design and facilitation of professional learning to support use of the OpenSciEd and Understanding Global Change curriculum materials
- Develop customized plans to help districts and states adapt the OpenSciEd instructional materials to support 3D standards implementation
- Lead video-based, lesson analysis professional learning to support educators' use of the STeLLA strategies and support the coherence of preservice science teacher preparation programs
- Design and facilitate customized professional learning and instructional coaching to support the implementation of NGSS-aligned instruction

San Francisco Unified School District

San Francisco, CA

Middle School Content Specialist and Instructional Coach

2017-2018

- Designed and enacted district-wide professional development for 6th, 7th, and 8th grade teachers to support the development, implementation, and revision of a NGSS-aligned, middle school science curriculum
- Co-designed professional development for all secondary teacher leaders and science teachers to use video and student artifacts to cultivate cultures of reflective practice and develop strategies for organizing productive classroom discourse
- Collaborated with curriculum writers from SFUSD and Stanford to revise curriculum materials
- Served as instructional coach for science teachers in high-need middle schools
- Co-designed research instruments to assess the effectiveness of curriculum materials and professional learning

University of California, Davis, School of Education

Davis, CA, USA

Initiative for Innovations in STEM Teaching, Achievement, and Research (I-STAR)

2015-2016

- **Project Goal:** Develop online resource to help K-12 math and science teachers understand the reasoning practices found in the CCSS and NGSS
- Developed video-based resources to help teachers notice students' use of math and science practices to develop disciplinary ideas: <http://www.practices-resource.com/video-cases>
- Coordinated development of resources and tools to help teachers understand the pedagogical and epistemological shifts involved in supporting practices-centered instruction and facilitate students' use of modeling and argumentation in math and science classrooms.

Northwestern University, School of Education and Social Policy

Evanston, IL, USA

Teaching Assistant

2013-2014

- Courses: *MSED 451: Teaching K-12 Science with the Next Generation Science Standards* (Summer, 2013) and *LS 435: New Approaches to Science Teaching* (Winter, 2014)
- Co-developed tools and processes to help teachers design NGSS-aligned curriculum units using the NextGenStorylines Approach
- Involved in all aspects of course design, instruction, planning, and assessment of student work

Supporting Scientific Practices in Elementary and Middle School Classrooms

2011-2015

- Instructional coach for teachers implementing a NGSS-aligned, middle school science curriculum, *Investigating and Questioning Our World through Science and Technology* (IQWST)
- Designed professional development and instructional interventions to support students' meaningful engagement in scientific practices

- Led district-wide professional development for two high schools (24 teachers) to help teachers understand the shifts required for implementing NGSS and designing NGSS-aligned instructional units

Instructor, NU-TEACH: Alternative Certification Program

2011-2013

- Conducted professional development sessions with elementary and secondary teachers to refine their attention to student thinking and help their students engage in authentic scientific inquiry
- Observed and evaluated intern lessons and teaching portfolios
- Facilitated video clubs using video from interns' classrooms

Wissahickon School District

Ambler, PA, USA

- Facilitated professional development sessions to enhance the inclusion of special education students in regular education science classrooms, redesign labs for inquiry, and integrate technology into instructional practice

2005-2007

University of Pennsylvania, Graduate School of Education

Philadelphia, PA, USA

Consultant, Fieldwork Seminar (EDUC-555)

2005-2008

- Facilitated reflective discussions with student teachers about their practicum experiences.
- Hosted classroom management and routines workshop for student teachers

PUBLISHED PROFESSIONAL LEARNING MATERIALS AND TOOLS

Lo, A. S., & Cooper, S. L. (Eds.). (2024). *5D Assessment Development Tools and Processes*. [Professional Learning Tools]. 5dassessment.org.

Novak, M., Lo, A. S., Krehbiel, M., Leifeld, M., & Stretch, E. (2023). Saint Paul Public Schools, BSCS Science Learning, and OpenSciEd: Collaboration with Impact [White Paper]. <https://bit.ly/SPPSOSE>
This was a white paper that was written to share about the planned curriculum adaptation work in Saint Paul Public Schools.

OpenSciEd Professional Learning Materials

The OpenSciEd professional learning involved developing teachers' capacity to enact the OpenSciEd instructional approach and was co-developed by the professional learning design leads for each grade level. Teachers' needs informed the themes that guided each round of professional learning. Grade level leads then designed the unit-specific materials to highlight how the goals of the professional learning could support their enactments of the unit.

McNeill, K. L., Affolter, R., Lo, A. S., & Novak, M. (Eds.). (2019). *Curriculum Launch: Introducing OpenSciEd's materials and supporting the shift to instruction driven by student sensemaking about phenomena and problems*. OpenSciEd. <https://www.openscienced.org/professional-learning-materials/curriculum-launch/>.

Lo, A. S., & Lee, S. (2020). *6.1 Light & Matter: Why do we sometimes see different things when looking at the same object?* Professional Learning Materials. OpenSciEd. <https://www.openscienced.org/access-the-pl-materials/>

McNeill, K. L., Affolter, R., Lo, A. S., & Novak, M. (Eds.). (2020). *Student Sensemaking: Elevating student sensemaking using OpenSciEd's key instructional elements*. OpenSciEd. <https://www.openscienced.org/professional-learning-materials/student-sensemaking/>.

Lo, A. S. (2019). *6.2 Thermal Energy: How can containers keep stuff from warming up or cooling down?* Professional Learning Materials. OpenSciEd. <https://www.openscienced.org/access-the-pl-materials/>

McNeill, K. L., Affolter, R., Lo, A. S., & Novak, M. (2020). *Equitable Discussions: Leveraging the rich discussions in OpenSciEd's materials for equitable science learning*. OpenSciEd. <https://www.openscienced.org/professional-learning-materials/equitable-discussions/>

Lo, A. S. (2020). *6.3 Weather, Climate, & Water Cycling: Why does a lot of hail, rain, or snow fall at some times and not others?* Professional Learning Materials. OpenSciEd. <https://www.openscienced.org/access-the-pl-materials/>

McNeill, K. L., Affolter, R., Lo, A. S., & Novak, M. (Eds.) (2021). *Innovative Assessments: Investigating how OpenSciEd's assessment system focuses on student sensemaking*. OpenSciEd. <https://www.openscienced.org/professional-learning-materials/innovative-assessments/>

Lo, A. S., & Lee, S. (2021). *6.4 Rock Cycling & Plate Tectonics: What causes Earth's surface to change?* Professional Learning Materials. OpenSciEd. <https://www.openscienced.org/access-the-pl-materials/>

McNeill, K. L., Affolter, R., Lo, A. S., & Novak, M. (Eds.) (2021). *Universal Design: Amplifying the Universal Design for Learning features embedded in OpenSciEd's materials.* OpenSciEd. <https://www.openscienced.org/professional-learning-materials/universal-design/>

Lo, A. S., & Lowell, B. R. (2021). *6.5 Natural Hazards: Where do natural hazards happen and how do we prepare for them?* Professional Learning Materials. OpenSciEd. <https://www.openscienced.org/access-the-pl-materials/>

McNeill, K. L., Affolter, R., Lo, A. S., & Novak, M. (Eds.) (2022). *Making Thinking Visible: Elevating the writing and drawing opportunities for student sensemaking embedded in OpenSciEd's materials.* OpenSciEd. <https://www.openscienced.org/professional-learning-materials/making-thinking-visible/>

Lo, A. S., & Lowell, B. R. (2022). *6.6 Cells & Systems: How do living things heal?* Professional Learning Materials. OpenSciEd. <https://www.openscienced.org/access-the-pl-materials/>

CURRICULUM DEVELOPMENT EXPERIENCE

- **OpenSciEd (openscienced.org):** 6.1 One-Way Mirror*, 6.2 Cup Design*, 6.3 Storms, 6.4 Everest*, 6.5 Tsunami*, and 6.6 Healing* units (* earned NGSS Design Badge)
- University of California Museum of Paleontology: Understanding Global Change Sea Level Rise unit
- San Francisco Unified School District Middle School Core Science Curriculum (www.sfusdscience.org)
- Model Based Education Resource: Biology, University of California, Davis (www.modelbasedbiology.com)
- AP Environmental Science, George Lucas Education Foundation
- Honors Physical Science, Wissahickon High School
- Earth Science I, High Tech High (Mastery Charter High School)

PRACTIONER CONFERENCE PRESENTATIONS AND WORKSHOPS

Lo, A. S., & Cooper, S. L., & Cherbaw, K. (2024, March 21). 5D Assessment: Using student interest & identity to design meaningful, phenomenon-driven tasks for students [Hands-On Workshop]. National Science Teachers Association Annual Conference, Denver, CO.

Aitken, K., Cooper, S., Lo, A. S., & Novak, D. (2024, March 20). What makes a high-quality, equitable three-dimensional science assessment and how can you create and use them? [Professional Learning Institute]. National Science Teachers Association Annual Conference, Denver, CO.

Lo, A. S., Leifeld, M., & Novak, M. (2023, Oct 26). *A Phenomenal Partnership: Considerations for Supporting Customized Curriculum-Based Standards Implementation* [Conference Presentation]. National Science Teachers Association Annual Conference, Kansas City, MO.

Lo, A. S., & Cooper, S. L. (2023, Oct 26). 5D Assessment: Using student interest & identity to design meaningful, phenomenon-driven tasks for students [Hands-On Workshop]. National Science Teachers Association Annual Conference, Kansas City, MO.

Lo, A. S., & Hopkins-Evans, N. (2023, Oct 9). OpenSciEd Storylines: Supporting Three-Dimensional Learning Linked to Students' Interests, Ideas, and Questions [Hands-On Workshop]. Pennsylvania Science Teachers Association (PSTA) 2023 Conference: The Wonder of Science, Lancaster, PA.

Edelson, D. C., Reiser, B. J., Lo, A. S., Mills, W., Novak, M., & Novak, D. (2022, April 2). *OpenSciEd Storyline Units: Supporting Three-Dimensional Learning Linked to Students' Interests, Ideas, and Questions* [Professional Learning Institute]. National Science Teachers Association Annual Conference, Houston, TX.

Bean, J.R. & Lo, A.S. (2018) *Using the NextGenStorylines Approach to Help Students Understand the Processes of Science and Global Change* [Conference Workshop]. National Association for Biology Teachers Conference, San Diego, CA.

Lo, A.S., & Lewis, E. (2017) *A District's Approach to Implementing the CA-NGSS Integrated Model in Grades 6-8* [Conference Presentation]. 2017 California Science Education Conference, Sacramento, CA.

Lewis, E., & Lo, A.S. (2017) *Toolkit for Science Pedagogy: Supporting SFUSD Teachers with the NGSS Shifts* [Conference Presentation]. 2017 California Science Education Conference, Sacramento, CA.

K-12 TEACHING CERTIFICATIONS

- Pennsylvania Instructional II Certification (Biology, Chemistry, & General Science 7-12)
- California Single-Subject Teaching Credential (Biological Sciences and Chemistry)
- Qualified Teacher Status with exemption from induction, General Teaching Council for England

K-12 TEACHING EXPERIENCE

Wycombe High School High Wycombe, Buckinghamshire, UK
Teacher of Science 2008-2010

- **Courses Taught:** Key Stage 3 Science; GCSE Biology, Chemistry, and Physics; and AS Biology
- **Pastoral and Classroom Mentor** for 3 PGCE (teacher education) students
- **Evaluation:** Lesson observations rated “outstanding” by internal and external assessors

Sixth Form Tutor

- Provided pastoral, academic, and interpersonal advice for 18 students attending post-compulsory education
- Reviewed students’ personal statements and wrote university references

Wissahickon High School Ambler, PA, USA
Teacher, Biology and Physical Science 2004-2008

- **Course Taught:** Honors, Academic (college-prep), and Inclusion Biology; Honors Physical Science
- **Leadership:** E-Classroom Pilot Teacher and Trainer
- **Faculty Sponsor:** Student Council, Future Teachers of America, Pennsylvania Junior Academy of Science, Montgomery County Science Research Competition, Delaware Valley Science Fair, & student graduation projects
- Designed department quarterly progress assessments and website

Franklin Towne Charter High School Philadelphia, PA, USA
Teacher, Biology and Physics 2003-2004

High Tech High Philadelphia Charter School (Mastery Charter High School) Philadelphia, PA, USA
Student Teacher, Earth Science 2002-2003

- Co-designed inquiry-based and technology-infused Earth Science I curriculum
- Mentored 8 students through Guardian Angel program, co-sponsored school choir, taught study skills elective
- Designed and maintained science department resource website

K-12 TEACHING HONORS & AWARDS

- Certificate of Achievement, Buckinghamshire Children and Young People’s Services, July 2010
- Recognized by National Honor Society, Wissahickon High School, March 2008
- Staff Member of the Month, Wissahickon High School, March 2005

PROFESSIONAL AFFILIATIONS

- National Association for Research in Science Teaching
- International Society for the Learning Sciences
- American Educational Research Association
- National Science Teachers Association
- California Science Teachers Association

PROFESSIONAL SERVICE

- Dissertation Committee Member: Molly Ewing, University of North Carolina, Chapel Hill
- Advisory Board Member, New Visions for Public Schools, New York, NY
- Reviewer, Journal of Science Education and Technology
- Reviewer, National Association for Research in Science Teaching
- David B. Brownlee Fellow for School of Arts and Sciences Advising, University of Pennsylvania, 2002-2003
- Alumni Admissions Interviewer, University of Pennsylvania, 2006, 2014-2015