

Dina Drita-Esser, Ph.D.

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EDUCATION

- Ph.D. Educational Psychology (focus: STEM Education), May 2011
University of Utah, Salt Lake City, UT
Dissertation: *Elementary Teachers' Science Practice, Beliefs, and Content Knowledge During and Following a Reform-Based Professional Development Program*
- M.A. Biological Anthropology (minor: Educational Psychology), December 2004
University of Minnesota, Minneapolis, MN
- B.A. Psychology, June 1995
Carleton College, Northfield, MN

PROFESSIONAL EXPERIENCE

Full Time Positions

D Cubed Consulting, Salt Lake City, UT

2022 – present *Business Owner*. Conduct STEMM-based program and project evaluations and provide academic/medical editing services. Specializing in science and health education curriculum and programs; community outreach; and equity, diversity, and inclusion (EDI) initiatives.

Genetic Science Learning Center, University of Utah, Salt Lake City, UT

2019 – 2022 *Assistant Director for Research and Evaluation*. Led team in designing and implementing internal and external program and project evaluations for science and health curriculum, training grants, and community health outreach. Led team in designing and conducting STEM education research studies for teachers, students, and community members. Communicated research findings through publications and community engagement. Co-chaired national conference.

2012 – 2019 *Senior Research Associate*. Designed and implemented science and health curriculum effectiveness research and evaluation studies; disseminated research findings to researcher and practitioner audiences. Conducted medium-scale local and national external evaluation studies.

2011 – 2012 *Research Associate*. Designed and implemented science and health curriculum effectiveness research and evaluation studies; disseminated research findings to researcher and practitioner audiences. Conducted small-scale local external evaluation studies.

Lerner Publishing Group, Minneapolis, MN

1996 – 2001 *Science Book Editor*. Engaged in developmental editing, copyediting, proofreading, layout, collaborating with authors and artists, and co-developing book series. Specialized in elementary and middle school levels.

Part Time Positions

University Teaching and Supervision

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| 2015 | Nature of Science Instructor (STEM endorsement course), University of Utah |
| 2015 | Elementary Science Methods Instructor, University of Utah |
| 2013 | Elementary Science Methods Instructor, Westminster College |
| 2011 | Student Teacher Supervisor, College of Science and College of Education, Weber State University, and School of Teacher Education and Leadership, Utah State University |
| 2010 – 2011 | University Fellows Teaching Coach, Department of Geology and Geophysics, University of Utah, and Salt Lake City School District |
| 2003 – 2004 | Teaching Assistant for Introduction to Human Evolution with Drs. Martha Tappen and Greg Laden, University of Minnesota |

K-12 Teaching

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| 2006 | Science Programs Teacher for Grades 2–6, Utah Natural History Museum, University of Utah |
| 2001 – 2004 | Science Enrichment Programs/Summer School Teacher for grades 2–6, St. Paul Public Schools, MN |

SELECT PROJECTS

- *Lead Evaluator.* “Advancing Acute Care Nurses to Address and Manage Social Determinants of Health. Nurse Education Practice Quality and Retention Registered Nurse Training Program,” School of Medicine, University of Utah, Salt Lake City, UT. Research funded by Health Resources and Services Administration (2022 – present).
- *Lead Evaluator.* “Native American Summer Research Internship,” School of Medicine, University of Utah, Salt Lake City, UT. Research funded by NIH (2022 – present).
- *Evaluation Team Lead.* “Genomics Summer Research for Minorities: A Pathway to Promote Diversity in Science Research,” Department of Pediatrics, University of Utah, Salt Lake City, UT. Research funded by NIH National Human Genome Research Institute (2019 – 2022).
- *Evaluation Team Lead* for Health and Science Education Curriculum (Genetic Science Learning Center). “All of Us Research Program: Engaging All of Us in Precision Medicine.” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by NIH Health and Human Services (2019 – 2022).
- *Evaluation Team Lead.* “Huntsman Cancer Institute PathMaker Programs for Cancer Research,” Huntsman Cancer Institute, University of Utah, SLC, UT. Research funded by NIH (2019 – 2022).
- *Evaluation Team Lead.* Engineering Solutions for Better Health: Genetic Technology and Biomedical Engineering for Secondary Classrooms,” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by NIH (2019 – 2022).
- *Evaluation Team Lead.* “Building Middle School Students’ Understanding of Heredity and Evolution through Cohesive, Three-Dimensional Curriculum Units,” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by the National Science Foundation (2018 – 2022).
- *Evaluation Team Lead.* “Genes and Microbes: Engaging Students and Teachers in NGSS-Aligned Curricula and Professional Development,” Genetic Science Learning Center, University of Utah,

SLC, UT. Research funded by NIH National Institute of General Medical Sciences (2016 – 2021).

- *Medical Editor/Writer*. “Measuring Treatment Response in Clinical Care of Spondyloarthritis,” Department of Medicine, University of Utah Health, SLC, UT. Research funded by NIH R01 (2022).
- *Writing Coach*. “Hotspotting: An Interprofessional Community-based Complex Care Course at the University of Utah Health,” College of Nursing, University of Utah Health, SLC, UT (2019 – 2020).
- *Evaluation Team Lead*. “GURU: Graduate and Undergraduate Researchers of UCEER,” Utah Center of Excellence in ELSI Research, University of Utah, Salt Lake City, UT. Research funded by NIH (2018 – 2022).
- *Evaluator*. “Northern Utah STEM Consortium,” Davis, Ogden, Weber, Jordan, and Granite School Districts, Ogden and Salt Lake City, UT (2015 – 2016).
- *Evaluator*. “Guidelines for Assessing High Quality Instructional Materials that Exemplify the Next Generation Science Standards,” Biological Sciences Curriculum Study, Colorado Springs, CO. Research funded by National Science Foundation (2014 – 2015).
- *Evaluator*. “Building High School Students’ Understanding of Evolution—Both Common Ancestry and Natural Selection—Through Mathematical Arguments, Evidence-Based Explanations, and an Understanding of Heredity,” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by National Science Foundation (2012 – 2014).
- *Evaluator*. “The Neuroscience of Our Senses NIH National Institute on Drug Abuse,” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by NIH National Institute on Drug Abuse (2011 – 2018).
- *Evaluator*. “Building High School Students’ Understanding of Evolution through Collection and Analysis of Data, Evidence-Based Arguments, and an Understanding of Heredity,” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by the National Science Foundation (2014 – 2018).
- *Evaluator*. “Inside Your Body: Web-Based Curricula for Secondary Science,” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by NIH (2011 – 2016).
- *Evaluator*. “Supporting Science Success for Elementary Teachers & Students,” Genetic Science Learning Center, University of Utah, SLC, UT, and Salt Lake City School District, SLC, UT. Utah State Office of Education, Mathematics and Science Partnership Program (2015 – 2018).
- *Evaluator*. “Your Body’s Microbial Ecosystem: Web-Based Curriculum for Secondary Science,” Genetic Science Learning Center, University of Utah, SLC, UT. Research funded by NIH National Institute of Allergy and Infectious Diseases (2011 – 2015).
- *Evaluator*. “Physical Science Inquiry Academies for Elementary Teachers,” Genetic Science Learning Center, University of Utah, SLC, UT, and Granite School District, SLC, UT. Research funded by Utah State Office of Education, Mathematics and Science Partnership Program. (2011 – 2014).

PUBLICATIONS (REFEREED)

- Drits-Esser, D., Hardcastle, J., Bass, K., Homburger, S., Malone, M., Pompei, K., DeBoer, G. E., & Stark, L. A. (2021). Randomized controlled trial of a 3D phenomenon-based high school evolution unit that integrates heredity. *CBE-Life Science Education*, 20(3) DOI: <https://doi.org/10.1187/cbe.20-01-0008>
- Homburger, S. A., Drits-Esser, D., Malone, M., & Stark, L.A. (2021). Building argumentation skills in the biology classroom: An evolution unit that develops students’ capacity to construct arguments from evidence. *The American Biology Teacher*, 83.

- Drits-Esser, D., Coulter, H., Mannello, M., Sunada, G, Alder, S., Davis, P.F.A., Lee, D., Mukundente, V., Napia, E., Ralls R, Rickard, S., Tavake-Pasi, O.F., Stark, L.A. (2019). The Community Faces model: Community, university and health department partners thriving together for effective health education. *Collaborations: A Journal of Community-Based Research and Practice*, 2(1). <https://collaborations.miami.edu/articles/29/>
- Homburger, S. A., Drits-Esser, D., Malone, M., Pompei, K., Breitenbach, K., Perkins, R. D., Anderson, P.C., Barber, N.C., Hawkins, A.J., Katz, S., Kelly, M., Starr, H., Bass, K.M., Roseman, J., Hardcastle, J., DeBoer, G., & Stark, L.A. (2019). Development and pilot testing of a three-dimensional, phenomenon-based unit that integrates evolution and heredity. *Evolution: Education and Outreach*, 12: 13. <https://doi.org/10.1186/s12052-019-0106-1>.
- Powell, B., Malone, M., Drits-Esser, D., & Stark, L.A. (2018). Introduction to Heredity: Part 1. *Science and Children*, 55(6), 36-41.
- Powell, B., Drits-Esser, D., Malone, M., & Stark, L.A. (2018). Introduction to Heredity: Part 2. *Science and Children*, 55(6), 42-48.
- Oerter, E., Malone, M., Putman, A., Drits-Esser, D., Stark, L.A., & Bowen, G. (2017). Every apple has a voice: using stable isotopes to teach about food sourcing and the water cycle, *Hydrology and Earth Systems Science*, 21 (7), 3799-3810. <https://doi.org/10.5194/hess-21-3799-2017>, 2017. [Link: <https://www.hydrol-earth-syst-sci.net/21/3799/2017/>]
- Drits-Esser, D., Gess-Newsome, J., & Stark, L. A. (2016). Examining the sustainability of teacher learning following a yearlong professional development program for inservice elementary science teachers. *Professional Development in Education*. *Professional Development in Education*, 43(3), 375-396. DOI:10.1080/19415257.2016.1179664
- Bass, K.M., Drits-Esser, D., & Stark, L.A. (2016). A Primer for Developing Measures of Science Content Knowledge for Small-Scale Research and Instructional Use. *CBE-Life Sciences Education*, 15(2), 1-14.
- Drits-Esser, D. & Stark, L.A. (2015). The impact of collaborative curriculum design on teacher professional learning. *Electronic Journal of Science Education*, 19(8), 1-27.
- Homburger, S.A., Drits-Esser, D., Malone, M., & Stark, L.A. (2015). Microbes as friends not foes: Shifting the focus from pathogenesis to symbiosis. *The American Biology Teacher*, 77(9), 659-668.
- Drits-Esser, D., Bass, K. & Stark, L.A. (2014). Using small-scale randomized controlled trials to evaluate the efficacy of new curriculum materials. *CBE-Life Sciences Education*, 13(4), 593-601.
- Drits-Esser, D., Malone, M., Barber, N., & Stark, L.A. (2014). Beyond the central dogma: Bringing epigenetics into the classroom. *The American Biology Teacher*, 76 (6), 365-369.
- Drits-Esser, D. & Black, M. (2014). Standardized test questions: A tool for developing students' proficiency with the Framework's science practices. *Science Scope*, 37(5), 68-75.
- Malone, M., Drits-Esser, & Stark, L.A. (2014). Astrobiology: Exploration in Earth and life science. *Science Scope*, 37(9), 20-24.
- Drits, D. (2011). Sense of responsibility as a catalyst for science teacher change in beliefs and practice. In J. Settlage, A. Johnston, S. Dotger, & R. Ceglie (Eds.), *Proceedings of the Science Education at the Crossroads Conference* (pp. 30-31). San Antonio, TX. [Available online at www.sciedxroads.org/proceedings2011.html].

- Bates, A. J., Drits, D., & Ramirez, L. (2011). Self-awareness and enactment of supervisory stances: Influences on responsiveness toward student teacher learning. *Teacher Education Quarterly*, 38(3), 69-87.
- Bates, A. J., Drits, D., Allen, C., & McCandless, P. (2009). Service learning as an instructional strategy for the preparation of teachers. *The Journal of Effective Teaching*, 9 (1), 5-23.
- Bates, A. J., Ramirez, L., & Drits, D. (2009). Connecting university supervision and critical reflection: Mentoring and modeling. *The Teacher Educator*, 44 (2), 90–112.
- Dole, J. A., Nokes, J. D., & Drits, D. (2009). Cognitive strategy instruction. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of Research on Reading Comprehension* (pp. 347–372). Mahwah, NJ: Lawrence Erlbaum Associates, Taylor and Francis Group.
- Drits, D. (2007). At a crossroads at Crossroads: Looking ahead as I prepare to leave my student status behind. In J. Settlage & A. Johnston (Eds.), *Proceedings of the Science Education at the Crossroads Conference* (pp. 34-35). Amherst, MA: National Science Foundation.

PUBLICATIONS (NON-REFEREED)

- Drits, D. (2005). Starting early: Preventing misconceptions about evolution through elementary education. *Reports of the National Center for Science Education*, 25, 22-25.
- Drits, D. (2002). *Silkworm moths*. Minneapolis, MN: Lerner Publications.

PRESENTATIONS (REFEREED)

- Stark, L.A., Drits-Esser, D., Lambert, A.E., Taylor, J.C., Homburger S.A., Malone, M., Homburger, S.A., & Fenker, K.E. (2022). *Cells in Context: Comparing online vs. in-person delivery*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Vancouver, Canada.
- Homburger, S.A., Malone, M., Fenker, K.E., Drits-Esser, D., Lambert, A.E., & Stark, L.A. (2021, January). *Exploring genetics through genetic disorders (EGTGD). Developing and field testing a 3D, phenomenon-based high school (HS) curriculum unit*. Paper presented at the Association for Science Teacher Education, Virtual Meeting.
- Lambert, A.E., Drits-Esser, D., & Stark, L.A. (2021, January). *Development of a 3D, phenomenon-based item cluster assessment for cell biology*. Roundtable presented at the Association for Science Teacher Education, Virtual Meeting.
- Malone, M., Lambert, A.E., Taylor, J. K, Fenker, K.E., Homburger S.A., Drits-Esser, D. & Stark, L.A. (2021, January). *Development and pilot testing of a 3D, phenomenon-based curriculum unit on cell biology for middle school*. Paper presented at the Association for Science Teacher Education International Conference, Virtual meeting.
- Cassells, R.C., Drits-Esser, D., & Stark L.A. (2021). *Inclusive research experiences: Incorporating career development supports into untraditional research experiences*. Poster presented at the American Educational Research Association, Virtual Meeting.
- Lambert, A.E., Drits-Esser, D., Homburger, S.A., Fenker, K.E., Malone, M., & Stark, L.A. (2021). *3D alignment between curriculum and assessments matters: Results from a new genetics curriculum RCT field test*. Paper presented at the National Association for Research in Science Teaching Annual International Conference, Virtual Meeting.
- Lambert, A.E., Drits-Esser, D., Homburger S.A., Fenker, K.E., Malone, M., & Stark, L.A. (2021). *When an NGSS-friendly genetics curriculum unit goes online: A naturalistic study*. Poster

presented at the National Association for Research in Science Teaching Annual International Conference, Virtual Meeting.

- Stark, L., Malone, M., Homburger, S., Drita-Esser, D., Fenker, K., Kelly, M., Perkins, R., Breitenbach, K. (2020). *Exploring Genetics Through Genetic Disorders: Developing and testing an NGSS-aligned high school curriculum unit*. Paper presented at the Association for Science Teacher Education International Conference, San Antonio, TX.
- Bass, K., Stark L.A., & Drita-Esser, D. (2019). *Writing a rigorous evaluation plan for your next proposal: Practical considerations*. Session presented at the annual meeting of the Science Education Partnerships Award (SciEd), Washington, D.C.
- Drita-Esser D., Homburger, S.A., Malone, M., Hawkins, A.J., Bass, K., Roseman, J.E., DeBoer, G., Hardcastle, J., & Stark, L.A. (2018). *Development and pilot testing of an NGSS-aligned unit that integrates evolution and heredity*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Drita-Esser D., Homburger S., Malone, M., Hawkins, A.J., Bass, K., Roseman, J.E., DeBoer, G., Hardcastle J., & Stark L.A. (2018). *A new approach to evolution curricula: Development and pilot testing of a new, NGSS- aligned unit that integrates evolution and heredity*. Paper presented at the Association for Science Teacher Education International Conference, Baltimore, MD.
- Drita-Esser D., Barnard M., & Bass K. (2018). Addressing successes and challenges in implementing rigorous evaluation designs. Session presented at the NIH SciEd 2018: Annual Conference for NIH Science Education Projects, Washington, D.C.
- Stark L.A., Pompei K., Anderson P., Barber N.C., Breitenbach K., Drita-Esser D., Hawkins A.J., Homburger S., Katz S., Kelly M., Malone M., Perkins R., Starr H., Roseman J.E., DeBoer G.E., Hardcastle, J., Bass, K.M. (2018). *Building high school students' understanding of evolution through collection and analysis of data, evidence-based arguments, and an understanding of heredity*. Poster presented at the NIH SciEd 2018: Annual Conference for NIH Science Education Projects, Washington, D.C.
- Stark L.A., Pompei K., Anderson P., Barber N.C., Breitenbach K., Drita-Esser D., Hawkins A.J., Homburger S., Katz S., Kelly M., Malone M., Perkins R., Starr H., Roseman J.E., DeBoer G.E., Hardcastle, J., Bass, K.M. (2018). *Building high school students' understanding of evolution through collection and analysis of data, evidence-based arguments, and an understanding of heredity*. Poster presented at the NSF Discovery Research PreK-12 PI Meeting, Washington, D.C.
- Drita-Esser D., Homburger S., Malone M., Hawkins A.J., Bass K., Roseman J.E., DeBoer G., Hardcastle J., & Stark L.A. (2018a). *Development and pilot testing of an NGSS-aligned unit that integrates evolution and heredity*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Drita-Esser D., Homburger S., Malone, M., Hawkins, A.J., Bass, K., Roseman, J.E., DeBoer, G., Hardcastle J., & Stark L.A. (2018b). *A new approach to evolution curricula: Development and pilot testing of a new, NGSS- aligned unit that integrates evolution and heredity*. Paper presented at Association for Science Teacher Education International Conference, Baltimore, MD.
- Bass, K., & Drita-Esser, D. (2017, May-June). *Monitoring the alignment of program objectives to instruments: How to be an evaluation auto mechanic*. Session presented at the annual meeting of the Science Education Partnerships Award (SciEd), Washington, D.C.
- Drita-Esser, D., & Bass, K. (2016, May) *An introduction to survey design*. Session presented at the annual meeting of the Science Education Partnerships Award (SciEd), Washington, D.C.

- Bass, K., & Drita-Esser, D. (2016, May). *Strategies for validating evaluation instruments*. Session presented at the annual meeting of the Science Education Partnerships Award (SciEd), Washington, D.C.
- Drita-Esser, & Stark, L.A. (2016, April). *Teachers current use of four Science Practices while teaching genetics and biological evolution*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Drita-Esser, & Stark, L.A. (2015, January). *Collaborative curriculum design as effective teacher professional development*. Paper presented at the annual meeting of the Association for Science Teacher Education, Portland, OR.
- Drita-Esser, D., & Bass, K. (2013, May). *Evaluation designs: When is it appropriate to use randomized controlled trials and quasi-experimental designs?* Session presented at the annual meeting of the Science Education Partnerships Award, Omaha, NE.
- Bass, K., & Drita-Esser, D. (2013, May). *Challenges and Opportunities in Evaluating Program Implementation*. Session presented at the annual meeting of the Science Education Partnerships Award, Omaha, NE.
- Drita-Esser, D., & Black, M. (2013, January). *Strategies for using released standardized test items to foster high-order thinking and dynamic discussions in the K-12 science classroom*. Session presented at the annual meeting of the Association for Science Teacher Education, Charleston, SC.
- Stark, L., & Drita-Esser, D. (2013, January). *Integrating technology- and print-based curriculum materials in the science classroom: Examples using the Learn.Genetics and Teach.Genetics websites*. Session presented at the annual meeting of the Association for Science Teacher Education, Charleston, SC.
- Drita, D., & Bass, K. (2011, May). *Mixed data design and analysis: What's right for your project?* Session presented at the annual meeting of the Science Education Partnerships Award, Seattle, WA.
- Bass, K., & Drita, D. (2011, May). *Using cognitive interviews to assess instrument quality*. Session presented at the annual meeting of the Science Education Partnerships Award, Seattle, WA.
- Drita, D., & Stark, L. A. (2011, April). *School and teacher factors as contributors to the effectiveness of an elementary-level professional development program*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Orlando, FL.
- Drita, D., & Stark, L. A. (2011, April). *The role of school context in advancing teacher change in the year following science professional development*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Bass, K., & Drita, D. (2010, April). *Using cognitive interviews to assess instrument quality*. Workshop presented at the annual meeting of the Science Education Partnerships Award, Birmingham, AL.
- Bass, K., & Drita, D. (2010, April). *Rigorous evaluation models: Randomized controlled trials and closely-matched comparison studies*. Workshop presented at the annual meeting of the Science Education Partnerships Award, Birmingham, AL.
- Drita, D. (2010, March). *Elementary teachers' science practice, beliefs and content knowledge during and following a reform-based professional development program*. Poster presented at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

- Drits, D., Johnston, A., & Palen, S. (2009, April). *On the road: The effectiveness of an experiential professional development program on teacher perceptions of self and science*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Garden Grove, CA.
- Bates, A.J., Ramirez, L., & Drits, D. (2007, April). *Connecting critical reflection and supervisory stances for quality student teacher learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Reutzell, D.R., Dole, J.A., Sudweeks, R., Fawson, P.C., Read, S., Smith, J.A., Donaldson, R., Jones, C. D., Herman, K., & Drits, D. (2007, April). *Developing the Literacy Instruction Knowledge Scales (LIKS): A comprehensive assessment of primary grade teachers' knowledge of reading and writing instruction*. Paper presented at the American Educational Research Association, Chicago, IL.
- Bates, A. J., Drits, D., & Ramirez, L. (2007, February). *Supervisory stances centered on student teacher learning*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York.
- Bates, A. J., Drits, D., McCandless, P., & Allen, C. (2007, February). *Service learning in teacher education to promote equity in public schools*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, 2007.
- Bates, A. J., Drits, D., & Ramirez, L. (2007, February). *Supervisory stances centered on student teacher learning*. Paper presented at the annual meeting of the Association of Teacher Educators, San Diego, CA.
- Bates, A. J., McCandless, P., Allen, C., & Drits, D. (2007, February). *Service learning in teacher education to promote equity in public schools*. Paper presented at the annual meeting of the Association of Teacher Educators San Diego, CA.

PRESENTATIONS (INVITED)

- Drits, D. (2012, April). Skillful science teaching: Lessons from research and observations. Presentation for the College of Science and student chapter of the National Science Teachers' Association, Weber State University, Ogden, UT.
- Chester, A., Drits, D., Wyss, M., Nisselle, A., & Sahalie, A. (2011, May). *Rigorous evaluation designs*. Invited Panelist at the annual meeting of the Science Education Partnerships Award, Seattle, WA.
- Drits, D. (2009). *Introduction to Epigenetics*. Guest Lecturer for Department of Psychology, Westminster College.
- Drits, D. (2008 & 2009). Genetics and behavior. Guest Lecturer for Department of Psychology, Westminster College.

UNIVERSITY & COMMUNITY SERVICE

Conference Leadership

Conference Co-Chair and Co-Organizer NIH SciEd: Annual Conference for NIH Science Education Projects (national meeting), Washington, D.C. (2018 – 2021).

Strand Co-Organizer (Research and Evaluation), NIH SciEd: Annual Conference for NIH Science Education Projects (national meeting), Washington, D.C. (2014 – 2018).

University

Journal Reviewer for *Partnerships: Research, Education, and Action* (2019 – present)
Journal Reviewer for *Progress in Community Health* (2019 – present)
Journal Reviewer for *Asia Pacific Journal of Education* (2019)
Journal Reviewer for *CBE – Life Sciences Education* (2017 – present)
Journal Reviewer for *American Educational Research Journal* (2016)
Journal Reviewer for *Advances in Medical Education and Practice* (2015)
Conference proposal reviewer for *National Association for Research in Science Teaching* (2013 – present)
Conference proposal reviewer for *Association for Science Teacher Education* (2013 – present)
Reader and judge of high school student original science research papers for *Intermountain Junior Science and Humanities Symposium*, University of Utah (2012)
Multiple Session Presider/Facilitator, *Annual meeting of Science Education at the Crossroads*, Portland, OR (2009)
Multiple Session Presider/Facilitator, *Annual meeting of Science Education at the Crossroads*, Alta, UT (2008)
Secretary, International Reading Association, University of Utah chapter (2006 – 2008)

School District and Museum

Drits-Esser, D., *Using Standardized Assessments to Guide Instruction Professional Development for Granite School District*, Salt Lake City, UT (2014)
Drits-Esser, D. & Black, M., *Understanding the Standards, analyzing CRT released questions, and using test questions in the classroom*. Professional Development for Granite School District, Salt Lake City, UT (2012)
Science Fair Judge, Granite School District, Salt Lake City School District, and Kearns-Saint Ann School (2008 – 2019)
Genetics Education Trainer for genetics exhibition, Utah Natural History Museum, University of Utah (2008)

SCHOLASTIC HONORS

Selected for the first biannual Sandra K. Abell Institute for Doctoral Students, sponsored by NARST (National Association for Research in Science Teaching) (2009).

PROFESSIONAL MEMBERSHIPS

National Association for Research in Science Teaching (2008 – present)
American Educational Research Association (2005 – present)
Association for Science Teacher Education (2010 – present)

ADDITIONAL EXPERT REVIEW AND CONSULTING

Expert Reviewer: formative evaluation methods of the *Preschool Education in Applied Science (PEAS) Institute* for Early Childhood Teachers, East Carolina University, North

Carolina State University, University of North Carolina Greensboro and North Carolina Agricultural and Technical State University. Research funded by NIH National Institute of General Medical Sciences Science Education Partnership Award (SEPA) (2021).

Expert Review Panel Member: translation and validation of the *Dimensions of Attitudes Toward* science survey instrument (2014).

Research Consultant: survey development on school organization and teacher perspectives. Research funded by the National Science Foundation (2012).

Research Consultant: contacts among Utah's school-age population. Research funded by the Center for Disease Control (2011).

LANGUAGES SPOKEN

English – fluent/native

Russian – fluent

Spanish – intermediate (gaining proficiency)