

## MARÍA GONZÁLEZ-HOWARD

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### EDUCATION

- Boston College**, Chestnut Hill, MA  
Ph.D., Curriculum and Instruction 2017  
Dissertation title: *Interactional patterns in argumentation discussions: Teacher and student roles in the construction and refinement of scientific arguments*  
Committee Members: Katherine L. McNeill (chair), C. Patrick Proctor, Kristen Bottema-Beutel
- Boston University**, Boston, MA  
Ed.M., Teaching English to Speakers of Other Languages 2011
- Ithaca College**, Ithaca, NY  
B.A. *cum laude*  
Major: Physics, Minors: Mathematics, Anthropology 2008

### PROFESSIONAL EXPERIENCE

- University of Texas at Austin**, Austin, TX  
*Assistant Professor in STEM Education* 2017-present
- Boston College**, Chestnut Hill, MA  
*Graduate Student Research Assistant* 2011-2017  
*Teaching Assistant – ED 2109 Teaching about the Natural World* 2014-2016  
*Instructor – ED 2109 Teaching about the Natural World* Fall 2015
- Intergenerational Literacy Program**, Chelsea, MA Aug. 2010-Dec. 2010  
*Adult Literacy Teacher*
- Sauceda Middle School**, Donna, TX 2008-2010  
*8<sup>th</sup> Grade Science Teacher, Teach for America Corps Member*

### REFEREED JOURNAL ARTICLES

- González-Howard, M.**, Marco-Bujosa, L., McNeill, K. L., Goss, M. & Loper, S. (in press). The Argumentation Toolkit: A resource for integrating argumentation into science instruction. *Science Scope*.
- Henderson, B. J., McNeill, K. L., **González-Howard, M.**, Close, K. & Evans, M. (2018). Key challenges and future directions for research on scientific argumentation. *Journal of Research in Science Teaching*, 55(1), 5-18.
- Marco-Bujosa, L., **González-Howard, M.**, McNeill, K. L. & Loper, S. (2017). Designing and using multimedia modules for teacher educators: Supporting teacher learning of scientific argumentation. *Innovations in Science Teacher Education*, 4(2).

McNeill, K. L., **González-Howard, M.**, Katsh-Singer, R. & Loper, S. (2017). Moving beyond pseudoargumentation: Teachers' enactments of a science curriculum focused on argumentation. *Science Education*, 101(3), 426-457.

**González-Howard, M.**, McNeill, K. L., Marco-Bujosa, L., & Proctor, C. P (2017). 'Does it answer the question or is it French fries?': An exploration of language supports for scientific argumentation. *International Journal of Science Education*, 39(5), 528-547.

Loper, S., McNeill, K. L. & **González-Howard, M.** (2017). Multimedia educative curriculum materials (MECMs): Teachers' choices in using MECMs designed to support scientific argumentation. *Journal of Science Teacher Education*, 28(1), 36-56

Marco-Bujosa, L., McNeill, K. L., **González-Howard, M.** & Loper, S. (2017). An exploration of teacher learning from an educative reform-oriented curriculum: Case studies of teacher curriculum use. *Journal of Research in Science Teaching*, 54(2), 141-168.

McNeill, K. L., Katsh-Singer, R., **González-Howard, M.**, & Loper, S. (2016). Factors impacting teachers' argumentation instruction in their science classrooms. *International Journal of Science Education*, 38(12), 2026-2046.

**González-Howard, M.** & McNeill, K. L. (2016). Learning in a community of practice: Factors impacting English-learning students' engagement in scientific argumentation. *Journal of Research in Science Teaching*, 53(4), 527-533.

McNeill, K. L., **González-Howard, M.**, Katsh-Singer, R. & Loper, S. (2016). Pedagogical content knowledge of argumentation: Using classroom contexts to assess high quality PCK rather than pseudoargumentation. *Journal of Research in Science Teaching*, 53(2), 261-290.

**González-Howard, M.**, McNeill, K. L. & Ruttan, N. (2015). "What's our three-word claim?": Supporting English-language learning students' engagement in scientific argumentation. *Science Scope*, 38(9), 10-16.

## OTHER PAPERS IN PROGRESS

McNeill, K. L., Marco-Bujosa, L., **González-Howard, M.** & Loper, S. (Accept, Major Revisions). Teachers' enactments of curriculum: Fidelity to procedure versus fidelity to goal for scientific argumentation. *International Journal of Science Education*.

Wagner, C. J. & **González-Howard, M.** (Accept, Minor Revisions). Studying discourse as social interaction: The potential of social network analysis for discourse studies. *Educational Researcher*.

**González-Howard, M.** (Revise and Resubmit). Exploring the utility of social network analysis for visualizing interactions during argumentation discussions. *Science Education*.

**González-Howard, M.** & McNeill, K. L. (Revise and Resubmit). Teacher and student roles in supporting critique during argumentation discussions. *Journal of the Learning Sciences*.

Loper, S., McNeill, K. L., **González-Howard, M.**, Marco-Bujosa, L. & O'Dwyer, L. M. (under review). The impact of multimedia educative curriculum materials (MECMs) on teachers' beliefs about scientific argumentation. *Technology, Pedagogy and Education*.

**González-Howard, M.**, & McNeill, K.L. (under review). Supporting linguistically diverse students in scientific argumentation across writing and speaking. In Spycher, P. & Haynes, E. (Eds.). *Culturally and linguistically diverse learners and STEAM: Teachers and researchers working in partnership to build a better path forward*. Charlotte, NC: Information Age Publishing.

**González-Howard, M.** & McNeill, K. L. (in preparation). Individual versus communal understanding: Varying goals in argumentation discussions.

## AWARDS

NARST Jhumki Basu Scholar Award	March 2018
Boston College Lynch School of Education Dissertation Fellowship	2016-2017
Boston College Donald J. White Teaching Excellence Award	May 2016
Community for Advancing Discovery Research in Education (CADRE) Fellow	2015-2016

## CONFERENCE PAPERS & PRESENTATIONS

González-Howard, M. & McNeill, K. L. (2018, March). *Framing goals for argumentation discussions: Individual versus communal understanding*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.

González-Howard, M. & McNeill, K. L. (2017, April). *Variation in how teachers support student critique in argumentation discussions*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

Marco-Bujosa, L., McNeill, K. L., González-Howard, M. & Loper, S. (2017, April). *Teacher learning from a reform-oriented science curriculum: An exploration of teacher curriculum use*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

McNeill, K. L., González-Howard, M., Marco-Bujosa, L., Loper, S. & O'Dwyer, L. (2017, April). *An examination of how teachers' beliefs about scientific argumentation are impacted by multimedia educative curriculum materials (MECMs)*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

González-Howard, M. & McNeill, K. L. (2016, April). *Using social network analysis to examine interactional patterns in scientific argumentation*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

González-Howard, M. & McNeill, K. L. (2016, April). *Student engagement in scientific argumentation in a sheltered English instruction classroom community*. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.

McNeill, K. L., Marco-Bujosa, L., González-Howard, M. & Loper, S. (2016, April). *Curriculum implementation for scientific argumentation: Fidelity to procedure versus fidelity to goals*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

González-Howard, M. & McNeill, K. L. (2015, April). *Expanding metrics of equity: An exploration of how classroom structures relate to English-language learning students' engagement in scientific discourse*. Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

González-Howard, M. & McNeill, K. L. (2015, April). *Successes and challenges experienced by a teacher and her students engaging in scientific argumentation in a sheltered English immersion classroom*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.

Katsh-Singer, R., Knight, A., González-Howard, M., & McNeill, K. L. (2015, April). *Designing a measure of teacher belief about student ability to engage in scientific argumentation*. Poster presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.

González-Howard, M. & McNeill, K. L. (2014, June). *Intersections of science learning and language development within scientific argumentation: Implications for English language learners*. Poster presented at the International Conference of the Learning Sciences, Boulder, CO.

McNeill, K. L., González-Howard, M., Katsh-Singer, R. & Loper, S. (2014, March). *Measuring pedagogical content knowledge of argumentation through the development of a teacher argumentation assessment*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Pittsburgh, PA.

McNeill, K. L., González-Howard, M., Katsh-Singer, R., Price, J. F. & Loper, S. (2013, April). *Teachers' beliefs and practices around argumentation during a curriculum enactment*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Puerto Rico.

McNeill, K. L., Katsh-Singer, R., González-Howard, M., Price, J. F., & Loper, S. (2013, April). *Factors that impact teachers' argumentation instruction in their classroom*. Poster presented at the annual meeting of the America Educational Research Association, San Francisco, CA.

## INVITED PRESENTATIONS

González-Howard, M. (2015, June). *Argumentation in the science classroom: Supporting students in justifying claims with evidence and reasoning*. Presented at The Maine Center for Research in STEM Education's summer conference, The University of Maine, Orono, ME.

## WORKSHOPS

González-Howard, M., McNeill, K. L., Marco-Bujosa, L. & Loper, S. (2018, March). *Engaging in scientific argumentation: How do I support my students in articulating their reasoning?* Workshop presented at the annual meeting of the National Science Teachers Association, Atlanta, GA.

González-Howard, M. (2017, May). *Integrating science practices with disciplinary core ideas around waves*. Workshop presented to the Shrewsbury Public Schools, Shrewsbury, MA.

González-Howard, M., McNeill, K. L. & Loper, S. (2017, April). *Argumentation toolkit: Resources for developing a classroom culture for scientific argumentation*. Workshop presented at the annual meeting of the National Science Teachers Association, Los Angeles, CA.

González-Howard, M., Pelletier, P. & McNeill, K. L. (2017, April). *Learning to integrate science practices in K-12 classroom instruction*. Workshop presented at the annual meeting of the National Science Teachers Association, Los Angeles, CA.

González-Howard, M. & Bleck, E. (2016, Nov.) *Using the claim-evidence-reasoning framework to support students in explanation and argumentation*. Workshop presented to the secondary science methods course at the Harvard Graduate School of Education, Cambridge, MA.

González-Howard, M. (2016, Aug.) *Figuring out the natural world: Engaging elementary students in science practices*. Workshop presented to the Shrewsbury Public Schools, Shrewsbury, MA.

González-Howard, M. & Katsh-Singer, R. (2016, June). *Designing practice-based science instruction for elementary students*. Workshop series presented to the Shrewsbury Public Schools Summer Institute, Shrewsbury, MA.

McNeill, K, Rosa, H., Pelletier, P., & González-Howard, M. (2016, Feb. – May). *Science practices working group: Designing online professional development*. Workshop series presented to the Boston Public Schools, Boston, MA.

González-Howard, M. (Nov. 2015 – March 2016). *Engaging elementary students in NGSS science practices*. Workshop series presented to Westborough Public Schools, Westborough, MA.

González-Howard, M. (2015, June). *Using the claim-evidence-reasoning framework to support students' written and spoken arguments*. Workshop presented at The Maine Center for Research in STEM Education's summer conference, The University of Maine, Orono, ME.

González-Howard, M. (2015, April). *NGSS science practices for elementary students*. Workshop presented to Westborough Public Schools, Westborough, MA.

McNeill, K. L. & González-Howard, M., & Pelletier, P. (2015, March – May). *Teaching and learning with the science and engineering practices*. Workshop series presented to the Boston Public Schools, Boston, MA.

González-Howard, M. & McNeill, K. L. (2015, March). *I introduced the claim-evidence-reasoning framework...Now what?* Workshop presented at the annual meeting of the National Science Teachers Association, Chicago, IL.

González-Howard, M. & Katsh-Singer, R. (2015, Feb.) *Supporting students in the scientific practices of explanation and argumentation*. Workshop presented to Westborough Public Schools, Westborough, MA.

McNeill, K.L. & González-Howard, M. (2014, April). *Engaging in science practices: Explanation and argumentation*. Workshop presented at the Museum of Science, Boston, MA.

Katsh-Singer, R., Pimentel, D., McNeill, K. L., & González-Howard, M. (2014, April). *Supporting all students in writing scientific arguments*. Workshop presented at the annual meeting of the National Science Teachers Association, Boston, MA.

McNeill, K. L. & González-Howard, M. (2014, March). *Engaging in argument in science: Supporting students in arguments across writing, talking and reading*. Workshop presented to the Boston Public Schools, Boston, MA.

McNeill, K. L. & González-Howard, M. (Nov. 2012 – Feb. 2013). *Argumentation in history and science*. Workshop series presented at Brown Middle School, Newton, MA.

Pimentel, D. S., Katsh-Singer, R., & González-Howard, M. (2012, July). *Making sense of data through scientific argumentation*. Workshop presented as part of a collaboration between Boston College and Associazione Italiana Maestri Cattolici at Boston College, Chestnut Hill, MA.

## WEBSITES

Argumentation Toolkit (developed 2015 – 2017). <http://www.argumentationtoolkit.org>

BPS Science Practices (developed 2015 – 2017). <http://bpssciencepractices.weebly.com>

## GRANT WRITING EXPERIENCE

Contributed to the annual reports

- NSF DRK-12  
*Constructing and Critiquing Arguments in Middle School Science Classrooms: Supporting Teachers with Multimedia Educative Curriculum Materials* (2012-2017)

Made revision recommendation for the proposals

- NSF DRK-12  
*Interactive Multimedia Educative Curriculum Materials (iMECMs) to Support Scientific Argumentation* (applied for and not awarded Dec. 2016)
- NSF Research on Education and Learning (REAL)  
*The Science and Language Learning Collaborative: Supporting Culturally and Linguistically Diverse Students in Science Practices* (applied for and not awarded Jan. 2014)

### **PROFESSIONAL MEMBERSHIPS**

National Association for Research in Science Teaching, since 2012

American Educational Research Association, since 2013

National Science Teachers Association, since 2013

International Society of the Learning Sciences, since 2014

New England Educational Research Organization, 2015-2017

### **PROFESSIONAL SERVICE**

Review Journal Articles

- *Journal of Research in Science Teaching*, 2015 to present
- *Science Education*, 2016 to present
- *International Journal of Science Education*, 2017 to present
- *Technology, Pedagogy and Education*, 2018 to present

Review Conference Proposals

- Annual meeting of the National Association of Research in Science Teaching, 2013 to present
- Annual meeting of the American Educational Research Association, 2017 to present

### **SCHOOL AND DEPARTMENT SERVICE**

Co-coordinator of the Math, Science, Technology Specialization Group for the Boston College Curriculum & Instruction Program, 2014-2015

Prospective Student Liaison for the Boston College Curriculum & Instruction Program, 2013

### **CONSULTING**

Westborough Public Schools, MA 2015-2016

- Advised district leaders on science curriculum selection and implementation
- Conducted professional development around the science practices for preK-6 science teachers

Boston Debate League, MA August 2014

- Created 4 assessments (2 pre-assessments and 2 post-assessments) to assess the organization's evidence-based argumentation skill progression for grades 9-12

### **LANGUAGE PROFICIENCY**

Native Spanish-speaker; Oral, reading, and written fluency in Spanish