

DAVID W. JACKSON

367 Baldy Hall, Room 507, Buffalo, NY 14209 USA

tel: +1 716-645-2163 | e: davidwj [at] buffalo [dot] edu | twitter: @Jackson_DavidW

EDUCATION

- 2022 Ph.D. in Curriculum & Instruction, Boston College
Dissertation title: “Student Engagement in Science and User-Centered Engineering: Educational Designs with Young Adolescents in an Invention Camp and Classroom Unit”
Committee: Dr. G. Michael “Mike” Barnett (chair); Dr. Nathaniel Brown; Dr. Helen Zhang
- 2015 M.Ed. in Education Administration, Endicott College
- 2008 M.A.T. in Science Education (Grades 5-8), Boston University
- 2004 B.S. in Chemical Engineering, Massachusetts Institute of Technology

PROFESSIONAL EXPERIENCE

- 2022-present Assistant Professor in the Learning Sciences, University at Buffalo, SUNY
Courses as instructor of record:
LAI515SEM, “Action Research to Improve Teaching and Learning”, [UBTR](#) section
LAI530LEC, “Improving Elementary Science Instruction”
LAI619LEC, “Teaching Science Grades 5-12”
- 2016-2022 Doctoral Assistant, Innovation in Urban Science Education Lab, Boston College
- 2019-2022 Field Instructor, Secondary Education (chemistry and biology), Brandeis University
- 2019-2020 Lecturer, Teaching Science Concepts & Curriculum, preK-6, Lasell University
- 2016-2022 After-School STEM Coordinator (grades 6-8), Waltham Public Schools
- 2019 Committee Member for K-12 Science Program Review, Waltham Public Schools
- 2018-2020 Worksite Supervisor for February Vacation Camp, Waltham Public Schools
- 2017 Teaching Assistant, “Teaching about the Natural World”, Boston College
- 2016 STEM Facilitator for Summer Camp, Waltham Boys & Girls Club
- 2012 Student/Alumni Externship Sponsor, Massachusetts Institute of Technology
- 2008 Graduate Researcher, Science Education, Counseling, and Earth Science, Boston University

- 2007-2008 Science Mentor Teacher (6-8), Summerbridge Cambridge (now part of Breakthrough Greater Boston)
- 2008-2016 Grade 6 Teacher, Science & Literacy Workshop, Wellesley (MA) Middle School
- 2005-2006 Math Teacher (7-8) & Technology Technical Assistant (5-8), Fletcher-Maynard Academy, Cambridge (MA) Public Schools
- 2004-2005 Science Teacher (6-7) & Technology Technical Assistant (5-8), Kennedy-Longfellow School, Cambridge (MA) Public Schools

CERTIFICATIONS (all under Massachusetts license #399672)

All certifications include an endorsement for Sheltered English Immersion

- | | |
|---|------------------------------|
| Massachusetts Professional Certification, General Science, 5-8 | Valid until 5/9/2024 |
| Massachusetts Initial Certification, Technology/Engineering, 5-12 | Valid until 5/9/2024 |
| Massachusetts Initial Certification, Principal/Assistant Principal, 5-8 | Valid for 5 yrs.' employment |

REFEREED JOURNAL PAPERS – PUBLICATIONS

- Jackson, D. W.*** (in press). ‘Magic’ or ‘maybe...other years’: Designing for young adolescents’ engagement and self-efficacy in an invention camp. *International Journal of Science Education, Part B: Communication and Public Engagement*.
- Jackson, D. W.***, Cheng, Y., Meng, Q., & Xu, Y. (2022). “Smart” greenhouses and pluridisciplinary spaces: Supporting adolescents’ engagement and self-efficacy in computation across disciplines. *Disciplinary and Interdisciplinary Science Education Research*, 4(6), 1–15. <https://doi.org/10.1186/s43031-022-00046-1>
- Jackson, D. W.*** & Cheng, Y. (2022). Maintaining pluralism when embedding computational thinking in required science and engineering classes with young adolescents. *Computer Science Education*, 32(2), 235-259. <https://doi.org/10.1080/08993408.2021.1940787>
- Zhang, H.*, **Jackson, D.**, Kiel, J., Estabrooks, L., Kim, S. L., Kim, D., Couch, S. & Barnett, G. M. (2021). Heat Reinvented: Using a Lunchbox-Design Project to Apply Multidisciplinary Knowledge and Develop Invention-Related Practices. *Science Scope*, 45(1). Available in print, and also online at <https://www.nsta.org/science-scope/science-scope-septemberoctober-2021/heat-reinvented>
- Asante, C. K.*, Semerjian, A., Xu, P., **Jackson, D.**, Cheng, Y., Chasen, A., Shah, A., Brett, J., & Broadstone, M. (2021). An Integrated STEM and Computing Curriculum for the Human-Technology Frontier: The Case of a Smart Greenhouse. *Connected Science Learning* 3(2). <https://www.nsta.org/connected-science-learning/connected-science-learning-march-april-2021/integrated-stem-and>
- Kowalewski, D. E.*, Marchant, D. R., Head, J. W. and **Jackson, D. W.** (2012). A 2D Model for Characterising First-order Variability in Sublimation of Buried Glacier Ice, Antarctica: Assessing the Influence of Polygon Troughs, Desert Pavements and Shallow Subsurface Salts. *Permafrost and Periglacial Processes*, 23, 1–14. <https://doi.org/10.1002/ppp.731>

REFEREED JOURNAL PAPERS – CURRENT (RE-)SUBMISSIONS

Cheng, Y.*, **Jackson, D. W.**, Shah, S. A., Abdus-Sabur, F., Hira, A., Zhang, H., & Barnett, M. (submitted). *Journal of Science Education and Technology*.

REFEREED JOURNAL PAPERS – UNDER REVISION

Jackson, D. W.* (under revision). *Research in Science Education*.

Jackson, D. W.*, Zhang, H., Asante, C. K., Semerjian, A., Barnett, G. M., Couch, S., Estabrooks, L., Kiel, J., & Kulkarni, N. (under revision). *Science Activities*.

REFEREED JOURNAL PAPERS – IN PREPARATION

Jackson, D. W., & co-author(s) to-be-finalized. (in preparation). *Computers & Education*.

Jackson, D. W., & co-author(s) to-be-finalized. (in preparation). *Science Scope*.

WHITE PAPERS

Invention Education Research Group (2019). *Researching invention education*. Retrieved from <https://lemelson.mit.edu/sites/default/files/content/documents/LMIT-ResearchingInventEdu-WhitePaper-2.21.2020%20copy.pdf>

GRANT MANAGEMENT

Assisted with idea generation, proposal revision, and implementation of seven grants from the National Science Foundation (NSF):

*Advanced Technological Education (ATE):

*[iCREAT: A pathway to middle-skill positions through the Introduction to Coding, Robotics, Electronics, And Technology \(\\$891,414\)](#)

*Innovative Technology Experiences for Students and Teachers (ITEST):

*[An Integrated Approach to Creating STEM Career Pathways \(\\$1,197,756\)](#)

*[Strategies: Seeding the Future of STEM researchers through emerging agricultural technologies \(\\$1,198,658\)](#)

*[Building a Youth-Led Learning Community through Automating Hydroponic Systems \(\\$1,414,733\)](#)

*Discovery Research PreK-12 program, Science, Technology, Engineering, and Mathematics with Computing (DRK-12 STEM+C):

*[Change Makers: Urban Youth Food Justice Ambassadors \(\\$2,032,296\)](#)

*[Interdisciplinary Approaches to Teaching Computational Environmental Science \(\\$1,519,631\)](#)

*Advancing Informal STEM Learning (AISL):

*[Broadening Participation by Middle-School Students in STEM via Integrating Hands-on Experiences in Science Learning \(\\$299,780\)](#)

Lead author on internal grant for intergenerational learning module at Lasell College (now Lasell University), *Engineering as “Lifelong Kindergarten”*: *Undergraduates and Lasell Village Residents Preparing for Teaching pK-6 Students, Iteration #2, Spring 2020 (\$501.40)*

Lead author on foundation grant for laser cutter and engraver, *Co-constructing Creativity: 400+ Young Creators Learning and Growing with a Laser Cutter/Engraver*, Fall 2019 (**\$399**)
Lead author on internal grant for intergenerational learning module at Lasell College (now Lasell University), *Designing Engineering Intergenerationally: Undergraduates and Lasell Village Residents Preparing for Teaching pK-6 Students*, Spring 2019 (**\$288.85**)
Co-managed the budget for an internal grant (~\$30,000/yr., 3 yr.)
Panel reviewer for Lemelson-MIT InvenTeams applications, 2018 (**grants up to \$10,000**)
Sole author for Science Olympiad team supplies (**\$2,450**)
Sole author for 30 iPads used in four core subjects & special education (~\$16,000)
Sole author for laptops, bookcases, & supplies in low-income housing community center (~\$10,000)
Co-author for upgrades to school science laboratory (~\$38,000)

INVITED PRESENTATIONS

Jackson, D. W.* (2021, November). Integrating Engineering in Science-Focused Classes. Invited guest-lecture at the Boston College Lynch School of Education and Human Development.
Cheng, Y.*, Jackson, D., & Asante, C. (2020, July). "IUSE" Hydroponics in a Nutshell, Or: some ways *you* can use hydroponics, too! Presentation at Maker Education Collective (MEC) Bootcamp 2020.
Barnett, G.*, Roberto, C., Suchow, A., & Jackson, D. W. (2018, February). Social Justice Driven STEM Education: Engaging Communities and Youth in Learning Science. Presentation at Boston College to visiting educators from the Higher School of Economics (based in Moscow, Russia).
Jackson, D. W.* (2012, October). How can "Good Educators" keep science Delicious? Don't Be Dense, Literally or Figuratively. Invited guest-lecture at the Boston University School of Education.
Jackson, D. W.* (2008, February). Climate Change: Conjured or Catastrophic? Math for ALL Disciplines v3. Invited guest-lecture at the Boston University School of Education.
Jackson, D. W.* (2007, October). Climate Change: Conjured or Catastrophic? Math for ALL Disciplines v2. Invited guest-lecture at the Boston University School of Education.
Jackson, D. W.* (2007, February). The Zeroth Language: Good, Bad, and Ugly Speakings of Maths in ALL Disciplines. Invited guest-lecture at the Boston University School of Education.

CONFERENCE PAPERS AND PRESENTATIONS

Jackson, D.*, Meng, Q., Shah, S. A., & Zhang, H. (2022, June). Prior experience of students, teachers, or both? Impacts on affective factors for physical computing. In Weinberger, A. Chen, W., Hernández-Leo, D., & Chen, B. (Eds.), *Proceedings of the 15th International Conference on Computer-Supported Collaborative Learning—CSCL 2022* (pp. 609-610). Hiroshima, Japan: International Society of the Learning Sciences.
<https://www.dropbox.com/s/9mwx6t8mi75op15/CSCL2022%20Proceedings.pdf?dl=0>
Shah, S. A.*, & Jackson, D. W. (2022, March). Design and Outcomes for Computational Interest, Competency Belief, and Anxiety in "Science for Future Presidents". Poster to be presented at the 2022 NARST Annual International Conference.

- Cheng, Y.*, & **Jackson, D.** (2021). From “in a sleep” to “stayed every day”: Engaging students and teachers with micro:bit smart-greenhouses. In C. E. Hmelo-Silver, B. De Wever, & J. Oshima (Eds.), *Proceedings of the 14th International Conference on Computer-Supported Collaborative Learning—CSCL 2021*. International Society of the Learning Sciences. <https://drive.google.com/file/d/1cuUAcl3NwxtqgcZ7ufdvyOum8oWp8-wM/view>
- Cheng, Y.*, Zhang, H., **Jackson, D. W.**, Lee, I. A., Brown, N. J. S., Szendey, O., Ali, S., & DiPaola, D. (2021, April). Raising Minoritized Middle Schoolers' A.I. Career Awareness and Adaptability: Findings From Two Online Summer Camps. [Roundtable Session]. AERA Annual Meeting.
- Moore, R.*, & **Jackson, D. W.** (2021, February). Diversity Beyond Representation: Seeing community cultural wealth for inventing, with an intersectional lens. Panel at the 2021 InventEd Convening.
- Ali, S.*, DiPaola, D., Lee, I., **Jackson, D. W.**, Kiel, J., Beal, K., Zhang, H., Cheng, Y., & Breazeal, C. (2020, July). Adapting K-12 AI Learning for Online Instruction. Workshop at the 21st International Conference on Artificial Intelligence in Education (AIED 2020).
- Jackson, D. W.***, & Cheng, Y. (2020, June). Embedding Computational Thinking in School Science: Designs of an Automated-Greenhouse Project with Young Adolescents. In ILSSA Mini-Sessions Block 4 at the 2020 International Conference of the Learning Sciences (ICLS).
- Jackson, D. W.*** & Bendiksen, P. (2020, Apr 17 - 21) *Youths' Self-Efficacy and Practices in a Vacation Camp for Team-Based Inventing of Electronic Doors* [Structured Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/y6qwjqua> (Conference Canceled)
- Jackson, D. W.*** & Semerjian, A. R. (2020, Apr 17 - 21) *Self-Efficacy, Identity, and Interest Amid an Invention Contest: A Phenomenological Study in Required Seventh-Grade Classes* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vftln2> (Conference Canceled)
- Semerjian, A. R.*, Cullicott, C. E. & **Jackson, D. W.** (2020, Apr 17 - 21) *Better Self-Efficacy Measurement in Research-to-Practice Settings: Interpretation and Recommendations* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/qvkdngd> (Conference Canceled)
- Skukauskaite, A.*, Couch, S., Alemdar, M., Moore, R., Newton, S., Calabrese Barton, A., Tan, E., Greenberg, D. W., Roby, R. S., Flynn, L., Zhang, H., Estabrooks, L., Perry, A. M., Kim, D., Kim, S. L., **Jackson, D. W.**, & Bendiksen, P. (2020, April). Creating Innovative Learning Environments through Community and Interdisciplinary Connections for Invention Education. Structured poster session with Division C - Learning and Instruction, Section 3a: Learning Environments, at the 2020 Annual Meeting of the American Educational Research Association (AERA).
- Jackson, D. W.***, Kiel, J., & Zhang, H. (2020, April). Invention Projects for Culturally Relevant and Interdisciplinary STEAM Learning in Middle School and High School. Presentation at the 2020 National Conference of the National Science Teaching Association (NSTA). (Conference Canceled)
- Jackson, D. W.***, Bendiksen, P., & Semerjian, A. R. (2020, March). Social Interdependence of Young Adolescents during a Smart-Greenhouse Project in a Required Science Class. In paper session at the 2020 NARST Annual International Conference.

- Jackson, D. W.*** (2019, October). What Makes Tabletop Greenhouses “Smart”? Insights from Design-based Work Embedding Computational Practices in Required Science Classes. Presentation at the 2019 Learning Sciences Graduate Student Conference.
- Davila, A.*, Meerkins, T. M., **Jackson, D.**, Olle, C., Nnamdi Ezema, G., Garcia, R., ..., Blustein, D. L. (2019, August). Near-Peer Mentors' Conceptualizations and Perceptions of Mentorship Experience. Poster presented at the annual convention of the American Psychological Association (APA), Chicago, IL.
- Jackson, D. W.***, Zhang, H., & Barnett, M. (2019, June). Integrating Computational Thinking, Engineering Design, and Environmental Science through Smart Greenhouses. Poster presented at the 2019 Annual Conference & Exposition of the American Society for Engineering Education (ASEE).
- Jackson, D. W.***, & Semerjian, A. R. (2019, April). Inventing and Affect: Impact of an In-school-time Invention Project with a Targeted Measurement Suite. Paper presented at the 2019 Annual Meeting of the American Educational Research Association (AERA).
- Zhang, H.*, Semerjian, A. R., & **Jackson, D. W.** (2019, April). Investigating the Impact of Productive Failure Activities on Student Engineering Design. Roundtable session at the 2019 Annual Meeting of the American Educational Research Association (AERA).
- Barnett, M., Cho, E., Couch, S.*, Estabrooks, L., Gutierrez, P. B., **Jackson, D. W.**, Kim, D., Kim, S. L., & Zhang, H. (2019, April). Leveraging Youth’s Diverse Backgrounds to Broaden Participation in STEM through Invention Education. Symposium at the 2019 NARST Annual International Conference.
- Cho, E., Couch, S.*, Estabrooks, L., **Jackson, D.**, Kim, D., Kim, S. L., & Zhang, H. (2018, October). Inventing the future: Leveraging cultural assets to create young STEM inventors. Symposium at the 2018 Diversity Challenge (conference).
- Jackson, D. W.*** (2018, October). (Re)Inventing Teams: A Design-based Approach to Scaffolding Youth Engagement in Group Invention Projects. Presentation at the 2018 Learning Sciences Graduate Student Conference.
- Barnett, M.*, Zhang, H., **Jackson, D. W.**, Blustein, D., Liang, B., & Cademartiri, L. (2018, June). Seeding the Future: Social Justice for STEM Learning. Poster at the 2018 National Science Foundation Discovery Research PreK-12 (DRK-12) Principal Investigators Meeting.
- Zhang, H.*, **Jackson, D. W.**, Blustein, D., Liang, B., Barnett, M., & Cademartiri, L. (2018, May). Seeding the Future: Social Justice for STEM Learning. Poster at the 2018 National Science Foundation Innovative Technology Experiences for Students and Teachers (ITEST) Principal Investigators Conference.
- Jackson, D. W.***, Olle, C., Moussavi, S., Wong, C., & Fernandez, M. (2018, April). Clicking or Stuck Together? Hybrid Virtual and In-person Youth Mentoring Program with a Critical Lens. Presented poster at the 2018 Annual Meeting of the American Educational Research Association (AERA).
- Jackson, D. W.***, & Asante, C. (2018, March). Reinventing an Invention Camp for 2018: A Design Research Approach to Access, Participation, and Collaboration. Presented poster at the 2018 NARST Graduate Student Research Symposium of the NARST Annual Meeting.
- Moussavi, S.*, & **Jackson, D.** (2017, October). iCREAT and Mentoring High School Experience. Breakfast roundtable at the 2017 National Science Foundation Advanced Technological Education (ATE) Principal Investigators Conference.

Jackson, D. W.* (2017, April). Social Justice Science Education: Perspectives, Purposes, and Prospects of an Emerging Field. Participant in “Social Justice in Education” roundtable at the 2017 Harvard Graduate School of Education Student Research Conference.

Jackson, D. W.* (2017, March). Social Justice Science Education: Perspectives, Purposes, and Prospects of an Emerging Field. Poster presentation at the 2017 Lynch School of Education Graduate Research Symposium.

Jackson, D. W.* (2008, October). Is the Third Exit-MCAS the Charm? Framing Massachusetts' High-School Science Exam for the Class of 2010 and Beyond. Presentation at the Fall 2008 conference of the Massachusetts Association of Science Teachers.

LEADERSHIP OF PROFESSIONAL DEVELOPMENT

Forty-four person-hours before February Vacation Online Camp, for creating automated hydroponics systems, 2021 (mix of 15 high-school “counselors” and 7 faculty/staff “co-advisors”)

Twenty person-hours before February Vacation Camp, for creating sustainable plastics, 2020

Eight person-hours before February Vacation Camp, for creating electric doors, 2019

Eight person-hours before February Vacation Camp, for making electric musical instruments, 2018

Forty person-hours between iterations of Smart Greenhouses, for plant biology, greenhouse design, and computational practices, 2018

Thirty-two person-hours between iterations of *Chill Out*, for creating insulating lunchboxes, 2018

CO-FACILITATION OF PROFESSIONAL DEVELOPMENT

Seven weekly sessions with ~10 middle- and high-school teachers across Massachusetts, 2020

Two hours with ~25 visiting high-school teachers from Hángzhōu, China, 2019

PARTICIPATION IN POST-SECONDARY PROFESSIONAL DEVELOPMENT

Confronting Racism seminar on race & racism in educational research, with a predominantly quantitative orientation

Apprenticeship in College Teaching (included *Active Learning; Assessment Design; Course Design; Creating Effective Learning Environments; Getting Started in Online and Hybrid Contexts; Grading for Learning; and Teaching Students with Disabilities*)

Research and Scholarship Integrity (included *Conflict of Interest; Data Acquisition and Tools; Race and Gender Bias in Academia; and University Ethics and Non-Tenure Track Faculty*)

SERVICE IN POST-SECONDARY INSTITUTIONS

Member, Scholarship, Awards, & Assistantships Committee, University at Buffalo Graduate School of Education [2022-present]

Member, Red Doran Legacy Scholarship Committee, University at Buffalo Graduate School of Education [2022-present]

Mentor, Department of Curriculum & Instruction at Boston College [2015-2016]

President, Project on Financial Planning for Future Educators Graduate Team at Boston University [2007-2008]

Sports Liaison, Boston University Graduate School of Education [2006-2008]

Literature Editor, *Rune* (MIT Literary Magazine) [2003-2004]

Associate Advisor, MIT Department of Chemical Engineering [2000-2001]
Community Service Chair and Secretary, Zeta Psi Fraternity, MIT chapter [2000-2001]
Principal Bassoonist and Personnel Officer, MIT Symphony Orchestra [1999-2001]

SERVICE IN PRIMARY AND SECONDARY SCHOOLS

Team member, Waltham Public Schools STEAM Team (comprised of community members, faculty/staff, and students) [2017-2018]
Board member, Friends of Wellesley METCO (Metropolitan Council for Educational Opportunity) [2015-2017]
School Council member, Wellesley Middle School (WMS) [SY 2015-2016]
Coordinator, WMS Barton Road (low-income housing) tutoring program [2012-2016]
Founder & Head Coach, WMS Science Olympiad team [2009-2016]
Co-Head Coach, Kennedy-Longfellow School Science Olympiad team (Cambridge, MA) [SY 2004-2005 & SY 2007-2008]

SERVICE IN PEER-REVIEWING

Computer Science Education Reviewer [2019]
Learning Sciences Graduate Student Conference (LSGSC) Program Proposal Reviewer [2018, 2019]
AERA Program Proposal Reviewer [2018, 2021, 2022, 2023]
NARST Program Proposal Reviewer [2018, 2019, 2020, 2022]
ASEE Program Proposal Reviewer [2019]
ISLS Program Proposal Reviewer [2022]
Disciplinary and Interdisciplinary Science Education Research Reviewer [2022]

SERVICE IN COMMUNITY ORGANIZATIONS

Boston Knapsack Anti-racism Group, Event Organizer [2020-present]
Queensboro Football Club (QBFC), Ambassador [2020]

COMMUNITY OUTREACH

Kennedy & McDevitt STEM Design Club: After-School Showcases (approximately 15)
Waltham February Vacation Camp Showcases: six (2017-2022)
Boston Local Food Festival: 2017
Waltham RiverFest (city-based event with booths and stages for community organizations and local artists): 2017, 2018, 2021
NSF (National Science Foundation) STEM for All Video Showcase (online):
co-presenter in 2020 & lead presenter in 2021

AWARDS AND HONORS

Merck Engineering & Technology Fellowship
Robert A. Boit Writing Prize for Poetry, Honorable Mention (MIT)
Boston College, Graduate School of Arts and Sciences Conference Grant, fall 2019 (awarded)
Boston College, Graduate Education Association Conference Grant, 2019 (awarded)

Boston College, Lynch School of Education Conference Grant, 2018 (awarded)
Boston College, Graduate School of Arts and Sciences Conference Grant, spring 2019 (awarded)
Boston College, Lynch School of Education Conference Grant, 2018 (awarded)
Boston College, Graduate Student Association Conference and Research Grant, Fall 2018
(awarded)
Boston College, Graduate Student Association Conference and Research Grant, Spring 2018
(offered, but unable to accept)

MEMBERSHIPS

American Educational Research Association (AERA) [2007-2012, 2016-present]
Computer Science Teachers Association (CSTA) [2019-present]
International Society of the Learning Sciences (ISLS) [2017-present]
NARST (formerly stood for National Association of Research in Science Teaching) [2017-present]
National Science Teaching Association (NSTA) [2007-2016, 2019-present]

RESEARCH SKILLS

Specialty in mixed(-methods) research, especially convergent(/triangulation) designs & design-based research (DBR)
Proficient with Computer-Assisted Qualitative Data Analysis Software (CAQDAS), including MAXQDA, NVIVO, Dedoose, HyperTRANSCRIBE, and HyperRESEARCH (especially emotion, process, *in vivo*, evaluation, axial, and thematic coding)
Proficient with SPSS for quantitative analyses (t-tests, chi-square tests, ANOVAs, correlations, multiple regression)

LANGUAGES

Spanish (proficient in reading, writing, and speaking; conversational in listening)
English (fluent in listening, speaking, reading, and writing)
American Sign Language {fluent in finger-spelling and -enumerating; beginning in classroom-management-related vocabulary [bathroom, locker, water-fountain, office, hallway, tissue, question, volunteer (n.), same/agree, complete (adj.), relax (v.), go-ahead, go-away, please (interject./adv.), thank you (very much), sorry, etc.]}
Conversational in Python, Scratch, MIT AppInventor for Android, Google Teachable Machine, and BBC micro:bit; out-of-practice in C and MATLAB

***Curriculum Mortuis* and Professional References are available upon request.**