Douglas B. Larkin, Professor

Montclair State University
College for Education and Engaged Learning
Department of Teaching and Learning
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EDUCATION

Degree	Institution	Date	Major
Ph.D.	University of Wisconsin-Madison, Madison, WI	May 2010	Curriculum & Instruction
M.S.	University of Wisconsin-Madison, Madison, WI	December 2001	Curriculum & Instruction
B.S.	Trenton State College, Trenton, NJ	May 1993	Physics Education

PROFESSIONAL EXPERIENCE

July 2020 – Present	Professor Montclair State University
July 2015 – June 2020	Associate Professor Montclair State University
Sept 2010 – June 2015	Assistant Professor, Montclair State University
Sept 2005 – May 2009	Teaching Assistant & University Supervisor, University of Wisconsin-Madison
September 2001– June 2005	Science Teacher, Trenton Central High School, Trenton, NJ Taught Physics, Chemistry, Physical Science, and Earth Science. Advisor for National Honor Society, Science Bowl, Professional Development Committee, Faculty Senate.
Fall 2000– Spring 2001	Teaching Assistant, University of Wisconsin-Madison College of Letters and Science. Department of Chemistry.
July-August 2000	Group Leader & Translator, Operations Crossroads Africa

	Led U.S. college students in a service project in Bukoba, Tanzania; AIDS education & Preschool teacher professional development.
January–May 2000	Substitute Teacher, Madison Metropolitan School District, Madison, WI
October–November 1999	Long term Substitute Teacher Biology: McCorristin Catholic High School, Trenton, NJ
January 1999– September 1999	Secondary School Teacher, U.S. Peace Corps Utmei Secondary School, New Britain, Papua New Guinea Taught Math, Science, English, and Computer Science
October–November 1998	Long term Substitute Teacher Physics & Chemistry: Hightstown High School Hightstown, NJ
September 1997– June 1998	Science Teacher Nottingham High School, Hamilton Twp., NJ Taught Physical Science, Coached cross country
May–June 1997	Long term Substitute Teacher Physical Science: Steinert High School, Hamilton Twp., NJ
September 1995– April 1997	Secondary School Teacher, U.S. Peace Corps Busiada Girls Secondary School, Busia, Kenya Taught Math and Physics, Coached soccer and cross country
Summer 1994, 1995	Research Assistant, Rider University, Lawrenceville, NJ. Participated in Partners in Research summer program. Researched magnetic alignment properties of superconductor materials in the lab of Dr. Feng Chen.
September 1993– June 1995	Science Teacher, Steinert High School, Hamilton Twp., NJ Taught Physics, Chemistry, and Physical Science Coached cross country, winter track, and spring track
May 1991–1993	Substitute Teacher, Trenton, NJ; Hamilton NJ; West Windsor, NJ

TEACHING

Fall 2010– present	Montclair State University College for Education and Engaged Learning (prev. College of Education and Human Services)

Department of Teaching and Learning
(prev. Department of Secondary and Special Education, and Department of Curriculum and Teaching)
ECEL 300: *Scientific Inquiry in Elementary Schools I*
SASE 402/502 *Methods of Teaching Secondary Science*
TETD 806: *The Practice of Teacher Education*
TETD 811: *Mentoring Pre-Service and Novice Teachers*
TETD 827: *Issues in Science and Math. Teacher Education*
SASE 561: *Inquiry into Knowledge, Learning, and Schooling*
TETD 808: *Practicum in Teacher Education*
TETD 807: *Studying Teacher Quality*
SASE 210: *Public Purposes of Education*
SASE 562: *Inquiry into Teaching and Schooling*
SASE 450/451: *Teaching for Learning I/II*
FCST 308: *Global Issues in Mother Tongue Education*
CURR 505: *Teaching, Democracy and Schooling*

Current Doctoral Advisees:

- Catherine Gaynor (2015-present) *advanced to candidacy Jun. 2018*
- Elizabeth Carletta (2017-present) *advanced to candidacy Feb. 2019*
- Raymond Bangs (2019-present) *advanced to candidacy April 2023*
- Jessica Farley-Lynch (2020-present) *advanced to candidacy Feb. 2020*
- Guida Faria (2021-present) *advanced to candidacy April 2023*
- Rich Del Vechio (2021-present)
- Mayra Muñoz (2021-present) *advanced to candidacy Aug. 2023*
- Delia Furer (2022-present)
- Gabriella Macri (2023-present)

Completed Dissertations Advised:

- Suzanne Poole (2023) An Ecofeminist Investigation of How Research Experiences for Science Teachers Influence Their Conceptualization of the Nature of Science and Their Construction of Storied Science Identities
- William Brown (2022) Good Science Teaching in an Urban Middle School Context: An Examination of the Relationship Between Science Teachers and Their Students.
- Karen Woodruff (2021) Sensemaking for Equity and Agency: STEM Teacher Learning Through a Community of Practice Model.
- Jayne Tanis (2020) A Community of Practice Approach to Teacher Learning
- Nellista Bess (2018) Learning to Teach Physics: Exploring Teacher Knowledge, Practice, and Identity

SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES

Books

Larkin, D. B. (2020) Teaching Science in Diverse Classrooms: Real Science for Real Students. (1st Edition). New York, NY: Routledge.

Larkin, D. B. (2013). Deep Knowledge: Learning to teach science for understanding and equity. New York, NY: Teachers College Press.

Selected Refereed Publications

Maloney, T., Larkin, D.B., Hoque, N. (2023) The role of teacher education programs in developing teacher candidates' antiracist stance on teaching. *Equity & Excellence in Education.* https://doi.org/10.1080/10665684.2023.2248468

Larkin, D. B. (2022). Getting to a good place with science instruction: Rethinking an appropriate conception of teaching science. *Science Education, 106*(5), 1054-1070. https://doi.org/10.1002/sce.21742

Larkin, D. B., Patzelt, S. P., Ahmed, K. M., Carletta, L., & Gaynor, C. R. (2022). Portraying secondary science teacher retention with the person-position framework: An analysis of a state cohort of first-year science teachers. *Journal of Research in Science Teaching*, 1– 39. https://doi.org/10.1002/tea.21757

Larkin, D. B., Carletta, L., & Evans, S. (2022). A longitudinal investigation of changing conceptions about teaching science and pedagogical implications of student diversity. *Science Education, 106*(2), 335-363. https://doi.org/https://doi.org/10.1002/sce.21695

Larkin, D. B., & Hannon, L. V. (2020). Preparing teachers for students in juvenile justice settings. *Contemporary Justice Review, 23*(4), 475-499 https://doi.org/10.1080/10282580.2019.1700374

Larkin, D. B. (2019). Attending to the public understanding of science education: A response to Furtak and Penuel. *Science Education, 103*(5), 1294-1300. https://doi.org/10.1002/sce.21537

Larkin, D. B., & Maloney, T. (2019). Teaching school finance to preservice teachers with a team-based simulation. *Teaching and Teacher Education, 85*, 1-12. https://doi.org/https://doi.org/10.1016/j.tate.2019.06.001

Larkin, D. (2017). Planning for the elicitation of students' ideas: A lesson study approach with preservice science teachers. *Journal of Science Teacher Education, 28*(5), 425-443. https://doi.org/10.1080/1046560X.2017.1352410

Larkin, D. B., Maloney, T., & Perry-Ryder, G. M. (2016). Reasoning about race and pedagogy in two preservice science teachers: A critical race theory analysis. Cognition and Instruction, 34(4), 285-322. https://doi.org/10.1080/07370008.2016.1215721

Larkin, D. B. (2016). Putting physics first: Three case studies of high school science department and course sequence reorganization School Science & Mathematics, 116(4), 225–235. https://doi.org/10.1111/ssm.12168

Larkin, D. B., & Perry-Ryder, G. M. (2015). Without the light of evolution: A case study of resistance and avoidance in learning to teach high school biology. Science Education, 99(3), 549–576. https://doi.org/10.1002/sce.21149

Larkin, D. B. (2014). Structures and strategies for science teacher education in the 21st century. Teacher Education & Practice, 27(2).

Larkin, D. B., & Oluwole, J. O. (2014). The opportunity costs of teacher evaluation: A labor and equity analysis of the TEACH-NJ legislation. West's Education Law Reporter, 308, 1-24.

Larkin, D. B. (2012). Misconceptions about "misconceptions": Preservice secondary science teachers' views on the value and role of student ideas. Science Education, 96(5), 927–959. https://doi.org/10.1002/sce.21022

Larkin, D. B. (2012). Using the conceptual change model of learning as an analytic tool in researching teacher preparation for student diversity. Teachers College Record, 114(8), 1-35. https://www.tcrecord.org/content.asp?contentid=16527

Larkin, D. B., Seyforth, S. C., & Lasky, H. J. (2009). Implementing and sustaining science curriculum reform: A study of leadership practices among teachers within a high school science department. *Journal of Research in Science Teaching, 4*(7), 813 – 835. https://doi.org/10.1002/tea.20291

Refereed Book Chapters

Larkin, D. B., Patzelt, S. P., Ahmed, K. M., & Carletta, L. (2022) Making Sense of Science Teacher Retention: Teacher Embeddedness and its Implications for New Teacher Support. In J. Carinci and L. Manier (Eds.), *Noyce Track 4 Research Results: Addressing Preparation, Effectiveness, and Retention of K-12 STEM Teachers in High-Need School Districts*. American Association for the Advancement of Science. https://www.aaas.org/sites/default/files/2022-07/AAAS%20ISEED%20Noyce%20Track%204%20Book.pdf

Thompson, J., & Larkin, D. B. (2020). School and district partnerships and the ongoing improvement of ambitious science teaching practices In D. Stroupe, K. Hammerness & S. McDonald (Eds.), *Preparing science teachers through practice-based teacher education*. Cambridge, MA: Harvard Educational Press.

Larkin, D. B., Monteiro, A. K., & Poole, S. P. (2015). Science methods in the residency. In M. K. Taylor, E. (Ed.), *A year in the life of an urban teacher residency: Using inquiry to reinvent math and science education* (pp. 199-229). Boston: Sense.

Gichiru, P. W., & Larkin, D. B. (2009). Reframing refugee education in Kenya as an inclusionary practice of pedagogy. In S. Mitakidou, E. Tressou, B. Blue Swadener & C. Grant (Eds.), *Beyond pedagogies of exclusion: Transnational conversations* (pp. 225-240). New York: Palgrave MacMillan.

Scholarly (Refereed) Conference Papers

Larkin, D. B., Patzelt, S. P., Muñoz, M., Carletta, L., Ahmed, K., & Hussein, M. (2024) Retention of Novice Science Teachers in U.S. School Districts: Findings from A Cross-Case Analysis. Paper presented at the 2024 Annual meeting of the American Educational Research Association, Philadelphia, PA.

Larkin, D. B., Ahmed, K, Patzelt, S. P., & Muñoz, M. (2024). A Comparison of Retained vs. Non-Retained Novice Science Teachers in Four U.S. States From 2007-2018. Paper presented at the 2024 NARST Annual Conference, Denver, CO.

DelVechio, Rich, Furer, Delia B., Larkin, D. B., (2024). Weaving Opportunities for Justice-Centered Science Teaching into a Secondary Science Methods Class. Paper presented at the 2024 NARST Annual Conference, Denver, CO.

Larkin, D. B., Patzelt, S. P., Muñoz, M., Ahmed, K., Carletta, L., & Hussein, M. (2024) Why do Teachers Stay?: A Cross-Case Study of U.S. Novice Secondary Science Teacher Retention. Paper presented at the 2024 NARST Annual Conference, Denver, CO.

Patzelt, S. P., Larkin, D. B., Carletta, L., Muñoz, M., & Ahmed, K. (2023). The role of kinship in the retention of science teachers in Kingfisher School District. Paper presented at the 2023 NARST Annual Conference, Chicago, IL.

Larkin, D. B., Muñoz, M., Patzelt, S. P., Carletta, L., & Ahmed, K. (2023). Where teachers of color stay and flourish: The case of Mulberry School District. Paper presented at the 2023 AERA Annual Conference, Chicago, IL.

Larkin, D. B., Patzelt, S. P., Carletta, L., & Ahmed, K. (2022). Making Sense of Science Teacher Retention: Teacher Embeddedness and its Implications for New Teacher Support. Paper presented at the 2022 AERA Annual Conference, San Diego, CA.

Larkin, D. B., Patzelt, S. P., Carletta, L., & Ahmed, K. (2021). Toward a Theory of Job Embeddedness in Teacher Retention: Implications for the COVID-19 Pandemic Era. Paper presented at the 2021 AERA Annual Conference.

Larkin, D. B., Carletta, L., Patzelt, S. P., & Ahmed, K. (2021). Job embeddedness and professional support: A case study of science teacher retention in one district. Paper presented at the 2021 NARST Annual Conference.

Larkin, D. B., Poole, S. N., Carletta, E., (2020). New Ways to Ask Old Questions: Promising Avenues of Retention Research with State Staffing Data, Paper presented at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA.

Larkin, D. B. (2019) Re-establishing a Science Teacher Education for Equity Agenda. Paper presented at the Science Education at the Crossroads 2019 conference, Montgomery, Alabama.

Larkin, D. B., Carletta, E., and Dwyer, A. (2019). A Longitudinal Study of Changes in Secondary Science Teachers' Conceptions of Teaching Science. Paper presented at the 2019 annual meeting of the American Educational Research Association, Toronto, ON.

Gaynor, C. and Larkin, D. B. (2019). An Analysis of a State Science Instruction Companion to the Danielson Framework. Paper presented at the 2019 annual meeting of the American Educational Research Association, Toronto, ON.

Larkin, D. B., Carletta E., and Evans, S. (2019). Teaching Science and the Pedagogical Implications of Student Diversity: A Longitudinal Investigation of Changing Conceptions. Paper presented at the 2019 Annual Convention of the National Association of Research in Science Teaching, Baltimore, MD.

Larkin, D. B. and Woodruff, K. (2019). Contextual Challenges and Realities: Lessons for Ambitious Science Teaching from Earlier Science Education Reform Efforts. Paper presented at the 2019 Annual Convention of the National Association of Research in Science Teaching, Baltimore, MD.

Larkin, D. B. and Gaynor, C. (2018). Re-examining assumptions about measuring teacher retention: A case study of the 2010 Cohort of First-Year Science Teachers in New Jersey. Paper presented at the 2018 annual meeting of the American Educational Research Association, New York, NY.

Larkin, D. B. and Maloney, T. (2018). Teaching School Funding Concepts to Preservice Secondary Teachers Through the Use of a Team-Based Simulation. Paper presented at the 2018 annual meeting of the American Educational Research Association, New York, NY.

Larkin, D. B. and Hannon, L. (2017). *Preparing Teachers for Students in Juvenile Justice Settings*. Paper presented at the 2017 annual meeting of the American Educational Research Association, San Antonio, TX.

Larkin, D. B. and Dwyer, A. (2017). *"Should I already know what to do…?": A Preservice Biology Teacher of Color Reasons about Race and Pedagogy*. Paper presented at the 2017 annual meeting of the American Educational Research Association, San Antonio, TX.

Larkin, D. B. (2017) *How can Ambitious Science Teaching be modified for a combined mathematics and science teaching methods course?* Paper presented at the Science Education at the Crossroads 2017 conference, San Antonio, TX.

Larkin D. B. (2016) *Planning for elicitation of students' ideas: A lesson study approach*. Paper presented at the 2016 Annual Convention of the National Association of Research in Science Teaching, Baltimore, MD.

Larkin D. B. (2015) *What is the role of science education in the effort to end mass incarceration?* Paper presented at Science Education at the Crossroads 2015 conference, Cleveland, OH.

Crooms, C. and Larkin, D. B. (2015). *Analyzing Constructivist Dilemmas in the New York City Framework for Teaching*. Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

Larkin, D. B. (2015). *Like Treading on Eggshells: A Preservice Biology Teacher of Color Reasons about Race and Pedagogy.* Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

Larkin, D. B. (2014) *Creating a healthy ecosystem for residents and cooperating teachers.* Paper presented at Science Education at the Crossroads 2014 conference, Portland, OR.

Larkin, D. B. (2014). *Rigorous and Responsive Learning by Design: Transforming Classrooms and Practice- Based Teacher Education.* Paper presented at the 2014 annual meeting of the National Association for Research in Science Teaching, Pittsburgh, PA.

Larkin, D. B. (2014). *Putting Physics First: Four Case Studies of High School Science Department and Course Sequence Reorganization.* Paper presented at the 2014 annual meeting of the National Association for Research in Science Teaching, Pittsburgh, PA.

Larkin, D. B. and Oluwole, J. (2014). *The Opportunity Costs of Teacher Evaluation: A Labor and Equity Analysis of the Impact of the TEACH-NJ Legislation on Administrators' Time*. Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Larkin, D. B., Perry-Ryder, G. & Robinson, J. (2014). *Evidence for Growth in Secondary Science Residents' Knowledge for Teaching in an Urban Teacher Residency*. Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Perry-Ryder G.& Larkin, D. B., (2014). *We Also Can't Evaluate What We Don't Know: Cultural Competence in Assessment and Evaluation for Teacher Quality*. Paper presented at the 2014 annual meeting of the American Educational Research

Association, Philadelphia, PA.

Larkin, D. B. (2013). *Without the light of evolution: A case study of resistance and avoidance in learning to teach high school biology.* Paper presented at the 2013 annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.

Larkin, D. B. (2013). *Structures and strategies for preservice science teacher education in the 21st century*. Paper presented at the 2013 annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.

Larkin, D. B. (2013). *Welcome Back Jethro: Changes in Thinking of a Second-Career Physics Teacher Learning to Teach*. Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

Larkin, D. B. (2013). *Moving into the Third Space in Secondary Science and Math Methods.* Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

Larkin, D. B. (2012). *Misconceptions about "misconceptions": Preservice secondary science teachers' views on the value and role of student ideas*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.

Larkin, D. B. (2011). *Changes in student teacher conceptions about the pedagogical implications of student diversity during secondary science teacher education programs*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Orlando, FL.

Larkin, D. B. (2010). *Changes in student teacher conceptions about the pedagogical implications of student diversity during one year in a secondary science teacher education program*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Larkin, D. B. (2010). *More workbench than showcase: Evidence of preservice teacher learning as a result of the portfolio construction process*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Larkin, D. B. (2009). *The use of the conceptual change model to analyze teacher learning for culturally diverse classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Larkin, D. B., & Zoellner, B. P. (2009). *Using a process of e-portfolio development for preservice teacher learning in science education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Book Reviews

Larkin, D. B. (7 Feb 2014). Review of Teaching and Learning from Within: A Core Reflection Approach to Quality and Inspiration in Education by Fred A. J. Korthagen, Younghee M. Kim, & William L. Greene (eds.) *Teachers College Record.* Retrieved online at http://www.tcrecord.org/content.asp?contentid=17410

Larkin, D. B. (26 April 2012). Review of *Teacher Learning that Matters: International Perspectives* by Mary Kooy & Klaas van Veen. *Teachers College Record.* Retrieved online at http://www.tcrecord.org/content.asp?contentid=16764

Other Publications

Larkin, D. B., & Maloney, T. (2023). How Do We Pay For Schools?: An Introduction to Basic Concepts in School Finance. EBSCO. https://www.pathways2research.com/pte/How%20Do%20We%20Pay%20For%20Schools%3F%20An%20Introduction%20to%20Basic%20Concepts%20in%20School%20Finance.

Larkin, D. B., & Adams, S. (2022). Lessons learned from running a scholarship program for undergraduate pre-service STEM teachers. *AAAS ARISE Blog*. https://aaas-arise.org/2022/04/26/lessons-learned-from-running-a-scholarship-program-for-undergraduate-pre-service-stem-teachers/

Larkin, D. B. (2017) Teacher Learning at the New Jersey School of Conservation [film]. Submitted to the 2017 Montclair Film Festival. Online at: https://www.youtube.com/watch?v=WTVqeqYcF_s

Larkin, D. B. and Oluwole, J. (2014). *The Opportunity Costs of Teacher Evaluation: A Labor and Equity Analysis of the Impact of the TEACHNJ Legislation on Administrators' Time.* Policy Brief for New Jersey Educational Policy Forum. Online at: http://njedpolicy.wordpress.com/2014/03/01/the-opportunity-costs-of-teacher-evaluation-a-labor-and-equity-analysis-of-the-teachnj-legislation/

Larkin, D. B. (2013). 10 things to know about mentoring student teachers. *Phi Delta Kappan, 94*(7), 38-43. https://doi.org/10.1177/003172171309400714

Larkin, D. B. (2011). Before today I was afraid of trees: Rethinking nature deficit disorder in diverse classrooms. *Rethinking Schools,* 26 (1), 38-43. Online at: https://rethinkingschools.org/articles/before-today-i-was-afraid-of-trees-rethinking-nature-deficit-disorder/

Larkin, D. B. (2010). *Learning the pedagogical implications of student diversity: The lived experiences of preservice teachers learning to teach secondary science in diverse classrooms.* [Unpublished doctoral dissertation]. University of Wisconsin-Madison.

Invited conferences and scholarly presentations

Larkin D. B. (15 November 2023) Changes in Teachers' Conceptions of Science Teaching Over Time and the Implications for Science Learning. Invited presentation at Rutgers Graduate School of Education. Online at: https://youtu.be/kXHSvAFI7po?si=lIqRV2oQOPu7Fuat

Larkin, D. B., Patzelt, S. P., Carletta, L., Muñoz, M., & Ahmed, K. (2023). Why (Novice Science) Teachers Stay: Findings from High-Retention School Districts. Research Presentation at the Annual Noyce Teacher Scholarship Conference, Washington, DC.

Larkin, D. B., Patzelt, S. P., Carletta, L., Muñoz, M., & Ahmed, K. (13 June 2023). Why (Novice Science) Teachers Stay: Findings from High-Retention School Districts. Presentation the 2023 NSF Noyce Improving Novice Teacher Retention Conference at Montclair State University, Montclair NJ. https://youtu.be/jHDRfGEfiJE

Larkin, D. B., Adams, S. A., Ricatto, P. J., DelVechio, R. (2023) Designing a Noyce Teacher Internship Program for Community College Students: The Secondary Teacher Education at Montclair for STEM (STEM-4-STEM) Program. Poster Presented at the Annual Noyce Teacher Scholarship Conference, Washington, DC.

Larkin, D. B., Patzelt, S. P., Carletta, L., & Ahmed, K. (2023). Making Sense of Science Teacher Retention: Teacher Embeddedness and its Implications for New Teacher Support. Presentation at the 2023 American Association for the Advancement of Science Annual Conference, Washington DC.

Larkin, D. B., Adams, S. A. (2022) Taking Stock of Teacher Preparation in the Montclair State University Noyce Teacher Scholarship Program (2013-2022). Poster Presented at the Annual Noyce Teacher Scholarship Conference, Washington, DC.

Larkin, D. B., Adams, S. A. (2020) Studying the Retention of Novice Science Teachers by Learning from School District Induction and Mentoring Programs. Presentation at the 2020 Noyce Virtual Summit. Online at: https://www.youtube.com/watch?v=X2-f4FVLi24

Adams, S. A., Larkin, D. B., Berger, J. (2020) The Montclair State University Noyce Teacher Scholarship Program. Presentation at the 2020 Noyce Virtual Summit. Online at: https://youtu.be/kXHSvAFI7po?si=lIqRV2oQOPu7Fuat

Larkin, D.B. (05 November 2019). Culturally Relevant Science Teaching: Teaching Real Science to Real Students in Diverse Classrooms. Keynote talk delivered at the Alabama Science Teachers Convention, Tuscaloosa, AL.

Larkin, D.B. (11 July 2019). Studying the Retention of Novice Science Teachers by Learning from School District Induction and Mentoring Programs. Keynote talk delivered at the Annual Noyce Teacher Scholarship Conference, Washington, DC. Online at: https://www.youtube.com/watch?v=ftGxzWIPZ8w

Larkin, D.B., Adams, S. (2019). Studying the Retention of Novice Science Teachers by Learning from School District Induction and Mentoring Programs (IMPREST). Poster presented at the Annual Noyce Teacher Scholarship Conference, Washington, DC.

Larkin, D.B., Adams, S. (2018) Leveraging District Partnerships for Clinical Placements in the Montclair Noyce Teacher Scholarship program. Poster presented at the Annual Noyce Teacher Scholarship Conference, Washington, DC.

Larkin, D.B. (2018). Eliciting Students' Ideas for Culturally Relevant Pedagogy in Science & Mathematics Classrooms. Invited presentation at The Critical Urban Educators Summit, 18 April 2018 at Montclair State University, NJ.

Larkin, D.B. (2017). The Current State of Math and Science Teacher Preparation and Retention: The Case of New Jersey. Invited presentation at The Maine Center for Research in STEM Education, 2 October 2017 at the University of Maine. Orono, ME.

Larkin, D.B. (2017). The Current State of STEM Teacher Preparation and Retention. Invited presentation to the FSU College of Education, 21 September 2017 at Florida State University. Tallahassee, FL.

Larkin, D.B., Oyler, J., Adams, S. (2017) New Teacher Induction within the Montclair Noyce Teacher Scholarship Program. Poster presented at the Annual Noyce Teacher Scholarship Conference, Washington, DC.

Larkin, D.B. (2017). Summary of the Northeast Noyce Regional Dialogue. Invited presentation at the Annual Noyce Teacher Scholarship conference, 20 July 2017. Washington, DC.

Larkin, D.B. (2017). The Current State of Math and Science Teacher Preparation and Retention: The Case of New Jersey. Invited presentation at the AAAS/NSF Stimulating Research and Innovation for Preservice Education of STEM Teachers in High-Need Schools conference, 12 June 2017 at Montclair State University. Montclair, NJ.

Larkin, D.B., Adams, S., Berger, J, and Dacey, C. (2016) The Pathway from Community College into Noyce: Challenges and Opportunities Montclair Noyce Teacher Scholarship Program. Poster presented at the Annual Noyce Teacher Scholarship Conference, Washington, DC.

Larkin, D.B. (2016) Modeling and Argumentation in K-12 Science Classrooms. Invited presentation for math and science teachers at the Montclair State University Network for Educational Renewal (MSUNER) annual conference. Montclair, NJ.

Larkin, D.B. (2015). The Recruitment and Preparation, and Retention of Teachers for High Quality STEM Teaching. Invited presentation at the American Association of Colleges for Teacher Education (AACTE) conference on STEM education.

Washington, DC. (9 June 2015). Online at https://www.youtube.com/watch?v=2q2596z4Bmg

Sandra D. Adams, Douglas B. Larkin, John Berger (2015). The Summer Career Survey Experience with Montclair Noyce Teacher Scholarship Program. Noyce Northeast Regional Conference. Boston, MA.

Larkin, D.B, Johnston, D., Hnatczuk, O., Mooney, E., and Monteiro, A.K. (2014) Core Practices of High-Quality Cooperating Teachers and Mentors in Science Classrooms. Panel discussion at the New Jersey Science Convention. Princeton, NJ (15 October 2013)

Larkin, D.B. (2013). "Does That Only Work on White People's Hair?": Learning to Teach Science for Equity and Understanding. Invited talk to Rugters Graduate School of Education, New Brunswick, NJ. Online at: http://www.youtube.com/watch?v=6JOgEiOixHk (2 October 2013)

Larkin, D. B. (2012). Using the conceptual change model of learning as an analytic tool in researching teacher preparation for student diversity. *The Voice/Vialogues* online on November 19, 2012: https://vialogues.com/vialogues/play/9261)

Book talk, Physics Department, The College of New Jersey. (28 March 2013)

Book talk, Science Teacher Education group, University of Washington-Seattle. (28 March 2013)

Participated in the Summer Symposium of the National Network for Educational Renewal (NNER) for the Agenda for Education in a Democracy in Seattle, Washington, (July 22-25, 2013)

GRANTS & AWARDS

Feb 2022	Principal investigator, Montclair State University Noyce Teacher Scholarship Program (with Dr. Mika Munakata, co-PI), National Science Foundation Award #2150649, 2022-2027. $800,000.
August 2018	Principal investigator, Montclair State University Noyce Teacher Scholarship Program (with Dr. Sandra Adams, co-PI), National Science Foundation Award #1758282, 2018-2023. $800,000.
May 2017	Appointment as the Libra Visiting Professor in the College of Education and human Development at the University of Main in Orono, ME for the Fall Semester 2017. $15,000
Jan 2016	*AAAS Regional Summit on Stimulating Research and Innovation for Preservice Education of STEM Teachers in High-Needs Schools*.

	American Association for the Advancement of Science/National Science Foundation $50,000 (with Dr. Sandra Adams, co-PI).
November 2015	Ada Beth Cutler Faculty Fellows Program award for the project: "The Role of Teacher Education in an Age of Mass Incarceration." $1000.
August 2013	Co-principal investigator, Montclair State University Noyce Teacher Scholarship Program, National Science Foundation Award #1339956, 2013-2018. $1,447,272. (with Dr. Sandra Adams, PI)
June 2013	Summer grant proposal development funding. Montclair State University. $3000.

UNIVERSITY SERVICE

Committee Service

- Search Committee member for CSAM/CEEL Strategic Hire in Computer Science Teacher Education (Spring 2023)
- Search Committee member for Department of Teaching and Learning Inclusive Education position (Fall 2022)
- Provost's Blue Ribbon Task Force to Redesign the MSU Liberal Core (2019-2021)
- Deans CEHS Education Advisory Group (2017-2018)
- CEHS RATE /TEAR committee (2016-2018)
- Graduate Council (2014-2016)
- Search committee for Tenure-track position in Educational Leadership (Fall 2014)
- Common Core/PARCC Team (2014-2015)
- Search committee for CEHS Grants Coordinator position (Summer 2014)
- Served on the committee to develop a Masters degree program at MSU for STEM teachers from the Dominican Republic. Traveled in April 2014 to Santo Domingo, Dominican Republic with Provost Gingerich and Dr. Sumi Hagiwara to present at the STEMworld conference (2013-2014).
- Woodrow Wilson Teaching Fellows Program Advisory Board (2013-2015)
- University Undergraduate Curriculum Committee (2013-2014)
- University Distinguished Teacher Committee – AFT representative (2011-2015)
- Local Selected Procedures Negotiation team– AFT representative (2013-present)
- Doctoral Diversity Committee (2011-2012)
- CEHS Doctoral Council Committee (2010-2012)

Other Selected University Service

- Member of the AFT Local 1904 Local Selected Procedures negotiating team.
- Organized and facilitated annual symposium for Peace Corps Day at MSU. (April 2011-2016)

- Planned and organized MSU STEM Summit with Tanya Maloney and Sandra Adams. (Jan 2015)
- Coordinated the Middle States Assessment System for the Teacher Education and Teacher Development (TETD) doctoral program. (2013-2017)
- Coordinated the visit of NJ State Senator Theresa Ruiz to Montclair State to speak on teacher evaluation policy for TETD doctoral students. (November 2012)

EXTERNAL SERVICE

2022-present	AERA Science Teaching and learning SIG leadership team (program co-chair, program chair, SIG Chair)
2021-2024	NARST Early Career Award Committee (2022-24 co-chair)
2021-present	Advisory board member, NSF grant ## 1950260 Investigating Effective STEM Teaching Through a Culturally Responsive Lens. Elaine Howes (PI), American Museum of Natural History.
2018-2021	Advisory board member, NSF grant #1758264 Effective Novice Teachers: A Study of How Systems of Support Can Transform the Clinical Experience During Teacher Preparation (NASCENT). Karin Lohwasser (PI), University of California-Santa Barbara.
2019- present	Reviewer, Educational Researcher & Review of Research in Education (AERA flagship journals).
Spring 2019-present	NSF grant panel review member, National Science Foundation, Alexandria, VA
April 2018-April 2020	Program Co-chair of AERA Division C: Section 1d-Science
Feb 2017-2019	Reviewer, Spencer Foundation, Small Grant proposal program.
March 2017-present	Admissions review panel member, Knowles Teacher Initiative, (formerly Knowles Science Teaching Fellowship)
August 2016-present	Editorial Board member and section editor for Science Education
July 12-16, 2015	Mentor for the NARST-funded Sandra K. Abell Institute for Doctoral Students, CU-Boulder.
Aug. 2015-2019	Advisory Board member, NSF Project "*The clinical experience for pre-service science educators: An exploratory study of their*

	collegial networks and "opportunity to learn" trajectories." PI—Dr. Mark Windschitl, University of Washington
June 2015	Member of state-level delegation to the Next Generation Science Standards conference on curriculum evaluation.
Feb 2015-Present	Reviewer, School Science and Mathematics
Jul 2013-Apr 2013	Organized a Structured poster session at American Educational Research Association Annual conference with six U.S. teacher residency programs.
Dec. 2013-present	Reviewer, Journal of Teacher Education
Fall 2013-2014	External Advisory Committee, Technology High School, Newark, NJ
April 2014-present	NARST Outstanding Paper Award Committee, National Association of Research in Science Teaching
March-May 2013	State of NJ Department of Education, Next Generation Science Standards Adoption Committee member
April 2011-2014	Editorial Board member, Journal of Research in Science Teaching
March 2011–2014	Journal of Research in Science Teaching Award Committee, National Association of Research in Science Teaching
October 2010—October 2011	External consultant, Science curriculum reform project, Trenton School District, Trenton, NJ
Sept. 2008–present	Reviewer, Journal of Research in Science Teaching
April 2008–present	Reviewer, Science Education
April 2008–present	Reviewer, conference proposals for the National Association of Research in Science Teaching.
September 2007–present	Reviewer, conference proposals for the American Education Research Association.

ASSOCIATION MEMBERSHIPS AND ACTIVITIES

American Educational Research Association (AERA)

National Association for Research in Science Teaching (NARST)
National Science Education Leadership Association (NSELA)
New Jersey Science Education Leadership Association (NJSELA)
National Science Teachers Association (NSTA)
New Jersey Science Teachers Association (NJSTA)
American Federation of Teachers (AFT)

LANGUAGE SKILLS

Kiswahili. ACTFL Advanced Proficient: speaking, listening, reading, & writing.
Tok Pisin (Papua New Guinea) ACTFL Intermediate: speaking, listening, reading, & writing.

AWARDS AND RECOGNITION

April 2024-2027	Fulbright Specialist Roster, U.S. State Department
April 2017	Libra Visiting Professor Fellowship for Fall 2017, University of Maine-Orono
Jan. 2014	Selection of *Deep Knowledge: Learning to Teach Science for Understanding and Equity* for the U.K. Times Higher Education Suggested Reading List for 2013.
Sept. 2009	Morgridge Dissertation Fellowship, $18,567. Award to support the writing of the dissertation.
May 2009	Dissertator Travel Fund Award, $250 to support conference travel.
Dec. 2008	Vilas Travel Grant, $600. Award to support conference presentation of dissertation research.
April 2008	Mauth Fellowship. $1200. Award to support dissertation research.
June 2005	Distinguished Member of the Year Award, Trenton Education Association
May 2005	Trenton Educator of the Year, Free Masons Lodge 50, Trenton NJ