OKHEE LEE

CURRICULUM VITAE

CONTACT INFORMATION

Department of Teaching and Learning
Steinhardt School of Culture, Education, and Human Development
New York University
239 Greene Street, Room 620
New York, NY 10003
olee@nyu.edu

https://steinhardt.nyu.edu/people/okhee-lee
https://www.nyusail.org/
https://en.wikipedia.org/wiki/Okhee_Lee
https://wikitia.com/wiki/Okhee_Lee
https://www.okheelee.com/
https://www.youtube.com/channel/UCmptRBGO6G6yl4Ph0n7Pr_w/featured

PERSONAL INFORMATION

Birthplace:	Daegu, South Korea
Citizenship:	USA

EDUCATION

1984-1989	Michigan State University, East Lansing, MI PhD in educational psychology with an emphasis on learning and cognition (academic advisor: Andrew C. Porter) Dissertation: Motivation to Learn Science in Middle School Science Classrooms (dissertation director: Charles W. Anderson)
1981-1983	Kyungpook National University, South Korea MA in education with an emphasis on educational psychology and instructional design
1977-1981	Kyungpook National University, South Korea BA in English language Teaching certificate: Teaching English as a Foreign Language (TEFL) in secondary school

ACADEMIC POSITIONS

2025	Peter L. Agnew Professor of Education, Steinhardt School of Culture, Education, and Human Development, New York University
2011-present	Professor, Department of Teaching and Learning, Steinhardt School of Culture, Education, and Human Development, New York University

2000-2011	Professor, Department of Teaching and Learning, School of Education, University of Miami
1997-2000	Associate Professor, Department of Teaching and Learning, School of Education, University of Miami
1993-1997	Assistant Professor, Department of Teaching and Learning, School of Education, University of Miami
1992-1993	Adjunct Assistant Professor, Department of Teaching and Learning, School of Education, University of Miami
1990-1992	Research Associate, Department of Teaching and Learning, School of Education, University of Miami
1990-1991	Director of Undergraduate Advising, School of Education, University of Miami
1989-1990	Adjunct Instructor, Department of Teaching and Learning, School of Education, University of Miami
1989	Adjunct Instructor, Department of Psychology and Education, Miami-Dade Community College
1983-1984	Adjunct Instructor, Teachers' College and College of Music and Visual Arts, Kyungpook National University, Daegu, South Korea
1983	Adjunct Instructor, College of Elementary Teacher Education, Daegu, South Korea
1983	Adjunct Instructor, College of Home Economics, Daegu, South Korea

AWARDS AND HONORS

2025	Distinguished Paper Award, Classroom Assessment SIG (with Erin M. Furtak and Scott E. Grapin), American Educational Research Association
2023	Distinguished Contributions to Science Education through Research Award, National Association for Research in Science Teaching Award acceptance speech: https://www.youtube.com/watch?v=wa5tFI-pWZc
2022	Honorary Doctor of Humanities degree recipient and keynote speaker at Baccalaureate Commencement Ceremony, Michigan State University Commencement speech: https://youtu.be/2g2GREd3T4M

2021	Exemplary Contributions to Practice-Engaged Research Award, American Educational Research Association Award ceremony: https://www.aera.net/Events-Meetings/AERA-2021-Awards-Virtual-Celebration
2020	Distinguished Service to Science Education Award, National Science Teaching Association
2015-2020	RHSU Edu-Scholar Public Influence Rankings: 2020 (120), 2019 (106), 2018 (86), 2017 (77), 2016 (121), 2015 (110)
2019	Innovations in Research on Equity and Social Justice in Teacher Education Award, American Educational Research Association Division K Teaching and Teacher Education
2019	Inaugural Distinguished Researcher Award, Korean-American Educational Researchers Association
2017	Outstanding Educator of the Year, *Education Update*
2016	REVERE Awards finalist for Lee, O., Miller, E., & Januszyk, R. (Eds.). (2015). *NGSS for all students.* National Science Teachers Association *Note:* This work was supported by the Next Generation Science Standards and Achieve, Inc.
2014	Educational Leadership Award, National Association of Bilingual Education and the Florida Association of Bilingual Education
2008	University of Miami Provost's Award for Research Activity *Note:* This annual award was given to three to five faculty members across the University of Miami
2007	Florida Educational Research Association Distinguished Paper Award
2003	Distinguished Career Contribution Award, American Educational Research Association Standing Committee for Scholars of Color in Education
1988	Sage Doctoral Dissertation Grant, College of Education, Michigan State University

1987	Scholarship Award, Arthur T. and Pearl Butler Scholarship, College of Education, Michigan State University

FELLOWSHIPS

2022	National Academy of Education member
2021	American Association for the Advancement of Science (AAAS) Fellow, Section Q Education
2011	Faculty in Residence Summer Term, University of Colorado at Boulder
2008-2011	Kurtz Fellow, School of Education, University of Miami
2009	American Educational Research Association Fellow
1996-1997	National Institute for Science Education Fellow, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison
1993-1995	National Academy of Education Spencer Postdoctoral Fellow Topic: Children's Views of the World in Social and Cultural Contexts
1994	Visiting Scholar, Minority Visiting Scholars Program. Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison Topic: Children's World Views in Social and Cultural Contexts
1984-1987	Graduate Research Intern, selected as one of five doctoral students each year for the intern training program at the Institute for Research on Teaching, College of Education, Michigan State University

REFEREED JOURNAL ARTICLES

138. **Lee, O.**, & Grapin, S. E. (in press). STEM education with a focus on equity and justice: Traditional, contemporary, and proposed future approach. *Journal of Research in Science Teaching*.

137. **Lee, O.**, & Grapin, S. E. (2025). Justice-centered STEM education with multilingual learners to address societal challenges: A conceptual framework. *Journal of Research in Science Teaching*, 62(5), 1202-1231. https://onlinelibrary.wiley.com/doi/10.1002/tea.21999

136. Philip, T. M., Morales-Doyle, D., & **Lee, O.** (2025). In defense of the arts, humanities, and social sciences: A call for a transdisciplinary, transnational, ecological approach to science and science education. *Journal of College Science Teaching*. Advance online publication. https://doi.org/10.1080/0047231X.2025.2472142

135. Prasai, A., Mogami, M., Lee, C. S., Jung, S., Okazaki, S., Cherng, H.-Y. S., Flores, S. M., Hsin, A., & **Lee, O.** (2025). Facilitators and barriers in the college pathways of working-class immigrant-origin youth of color in New York City. *Journal of Diversity in Higher Education*. Advance online publication. https://psycnet.apa.org/record/2025-08378-001

134. Grapin, S. E., Plumley, C., Banilower, E., Sterenberg Mahon, A. J., Craven, L., Malzahn, K., Pasley, J., Schwenger, A., Haas, A., & **Lee, O.** (2025). Development of a questionnaire on teachers' beliefs, preparedness, and instructional practices for teaching NGSS science with multilingual learners. *Science Education*, *109*(1), 128-156. https://doi.org/10.1002/sce.21905

133. Cherng, H.-Y. S., Moreno, M., Carroll, T., Okazaki, S., **Lee, O.**, Hsin, A., & Flores, S. M. (2024). A flawed policy metaphor: An empirical test of earlier academic promise and later STEM outcomes. *American Journal of Education*, *131*(1), 93-124. https://doi.org/10.1086/732393

132. Schwenger, A., Grapin, S. E., Altamirano, N., Haas, A., & **Lee, O.** (2024). Translanguaging in formative assessment: Formative assessment from a translanguaging perspective in the NGSS classroom. *Science and Children*, *61*(4), 48-54. https://doi.org/10.1080/00368148.2024.2366011

131. **Lee, O.**, & Grapin, S. E. (2024). Transforming STEM by focusing on justice. *Educational Leadership*, *81*(7), 65-68. https://ascd.org/el/articles/transforming-stem-by-focusing-on-justice

130. **Lee, O.**, & Grapin, S. (2024). English language proficiency standards aligned with content standards: How the Next Generation Science Standards and WIDA 2020 reflect each other. *Science Education*, *108*(2), 637-658. https://doi.org/10.1002/sce.21843

129. Grapin, S. E., Llosa, L., & **Lee, O.** (2024). Disciplinary practices with multilingual learners in the content areas: Investigating *grasp of practice* in fifth-grade science. *Journal of Language, Identity & Education*, *23*(4), 590-605. https://doi.org/10.1080/15348458.2021.2008253

128. Taylor, J. A., Hanuscin, D., **Lee, O.**, Lynch, S., Stuhlsatz, M. A. M., & Talbot, R. (2023). Sources and consequences of teacher attrition in large-scale impact studies. *Research in Education*, *116*(1), 43-66. https://doi.org/10.1177/00345237231155835

127. Haas, A., Grapin, S. E, Llosa, L., & **Lee, O.** (2023). Computational modeling with multilingual learners: Integration across four science units. *Science and Children*, *60*(7), 64-70. https://www.nsta.org/science-and-children/science-and-children-fall-2023/computational-modeling-multilingual-learners

126. Grapin, S. E., Haas, A., Llosa, L., Wendel, D., Pierson, A., & **Lee, O.** (2023). Multilingual learners' epistemologies in practice in the context of computational modeling in an elementary science classroom. *Journal of Research in Science Teaching*, *60*(9), 1998-2041. https://doi.org/10.1002/tea.21850

Note: This article was recognized with the Research Worth Reading Award by the National Association for Research in Science Teaching and National Science Teaching Association in 2024.

125. **Lee, O.**, Grapin, S., & Haas, A. (2023). Teacher professional development programs integrating science and language with multilingual learners: A conceptual framework. *Science Education*, *107*(5), 1302-1323. https://doi.org/10.1002/sce.21807

124. Grapin, S. E., Haas, A., McCoy, N., & **Lee, O.** (2023). Justice-centered STEM education with multilingual learners: Conceptual framework and initial inquiry into pre-service teachers' sense-making. *Journal of Science Teacher Education*, *34*(5), 522-543. https://doi.org/10.1080/1046560X.2022.2130254

123. Nordine, J. C., & **Lee, O.** (2023). On the nature and utility of crosscutting concepts. *Education Sciences*, *13*(7). https://doi.org/10.3390/educsci13070640

122. Haas, A., Schwenger, A., Master, L., Grapin, S. E., & **Lee, O.** (2023). Walking the walk and talking the talk: Symmetry in NGSS teacher professional learning. *Science and Children*, *60*(5), 60-63. https://www.nsta.org/science-and-children/science-and-children-mayjune-2023/walking-walk-and-talking-talk

121. Grapin, S. E., Dudek, S., & **Lee, O.** (2023). Justice-centered STEM education with multilingual learners: Computational modeling to address COVID-19 disparities. *Science Scope*, *46*(5), 36-44. https://www.nsta.org/science-scope/science-scope-mayjune-2023/justice-centered-stem-education-multilingual-learners

120. Grapin, S. E., Haas, A., Llosa, L., & **Lee, O.** (2023). Developing instructional materials for English learners in the content areas: An illustration of traditional and contemporary materials in science education. *TESOL Journal*, *14*(1), e673. https://doi.org/10.1002/tesj.673

119. Grapin, S. E., Llosa, L., Haas, A., & **Lee, O.** (2022). Affordances of computational models for English learners in science instruction: Conceptual foundation and initial inquiry. *Journal of Science Education and Technology*, *31*(1), 52-67. https://link.springer.com/article/10.1007/s10956-021-09930-3

118. **Lee, O.**, & Grapin, S. E. (2022). The role of phenomena and problems in science and STEM education: Traditional, contemporary, and future approaches. *Journal of Research in Science Teaching*, *59*(7), 1301-1309. https://doi.org/10.1002/tea.21776

Note: See commentary by Adah Miller, E., Makori, H., Akgun, S., Miller, C., Li, T., & Codere, S. (2022). Including teachers in the social justice equation of project-based learning: A response to Lee & Grapin. *Journal of Research in Science Teaching*, *59*(9), 1726-1732. https://doi.org/10.1002/tea.21805

117. **Lee, O.**, Bauler, C. V., Kang, E. J. S., & Ocol, T. (2022). "Doing" science, using language: Professional development to promote science and language integration with a focus on multilingual learners. *NYS TESOL Journal*, *9*(1), 3-15. https://journal.nystesol.org/index.php/NYSTJ/article/view/25

116. Lee, S., Russell, J., Campbell, J., & **Lee, O.** (2022). Student agency through engineering. *Science and Children*, *59*(3), 44-51. https://doi.org/10.1080/00368148.2022.12291751

115. Grapin, S. E., & **Lee, O.** (2022). WIDA English language development standards framework, 2020 edition: Key shifts and emerging tensions. *TESOL Quarterly*, *56*(2), 827-839. https://doi.org/10.1002/tesq.3092

114. Grapin, S. E., Llosa, L., Haas, A., & **Lee, O.** (2021). Rethinking instructional strategies with English learners in the content areas. *TESOL Journal*, *12*(2), e557. https://doi.org/10.1002/tesj.557

113. Haas, A., Januszyk, R., Grapin, S. E., Goggins, M., Llosa, L., & **Lee, O.** (2021). Developing instructional materials aligned to the Next Generation Science Standards for all students, including English learners. *Journal of Science Teacher Education*, *32*(7), 735-756. https://doi.org/10.1080/1046560X.2020.1827190

112. Haas, A., Grapin, S., Simon, K., Llosa, L., & **Lee, O.** (2021). Teaching teachers: Integrating computational modeling into science instruction with English learners. *Science and Children*, *58*(5), 74-79. https://doi.org/10.1080/19434812.2021.12291679

111. **Lee, O.** (2021). Asset-oriented framing of science and language with multilingual learners. *Journal of Research in Science Teaching*, *58*(7), 1073-1979. https://doi.org/10.1002/tea.21694

110. **Lee. O.** (2020). Science and language instructional shifts with second-language learners. *Asian-Pacific Science Education*, *6*(2), 263-284. https://doi.org/10.1163/23641177-BJA10005

109. **Lee, O.**, & Campbell, T. (2020). What science and STEM teachers can learn from COVID-19: Harnessing data science and computer science through the convergence of multiple STEM subjects. *Journal of Science Teacher Education*, *31*(8), 932-944. https://doi.org/10.1080/1046560X.2020.1814980

108. **Lee, O.** (2020). Making everyday phenomena phenomenal: Using phenomena to promote equity in science instruction. *Science and Children*, *58*(1), 56-61. https://www.nsta.org/science-and-children/science-and-children-septemberoctober-2020/making-everyday-phenomena

107. **Lee, O.**, & Stephens, A. (2020). English learners in STEM subjects: Contemporary views on STEM subjects and language with English learners. *Educational Researcher*, *49*(6), 426-432. https://doi.org/10.3102/0013189X20923708

106. Haas, A., Grapin, S., Wendel, D., Llosa, L., & **Lee, O.** (2020). How fifth-grade English learners engage in systems thinking using computational models. *Systems*, *8*(4), 47. https://doi.org/10.3390/systems8040047

105. **Lee, O.** (2019). Aligning English language proficiency standards with content standards: Shared opportunity and responsibility across English learner education and content areas. *Educational Researcher*, *48*(8), 534-542. https://doi.org/10.3102/0013189X19872497

Note: See the related American Educational Research Association video, https://www.youtube.com/watch?v=RkDi0rNGuDs&feature=youtu.be

Note: See the *Education Week* blog on this article, https://www.edweek.org/policy-politics/for-english-learners-to-excel-more-collaboration-needed-researcher-argues/2019/10

Note: Listen to *Conversations with Tim: Examining How the 2020 Edition Impacts Multilingual Learner Education,* https://wida.wisc.edu/about/news/conversations-tim-examining-how-2020-edition-impacts-multilingual-learner-education

104. **Lee, O.**, & Januszyk, R. (2019). Formative assessment of English language proficiency in the science classroom. *Science and Children*, *56*(9), 80-85. https://www.nsta.org/science-and-children/science-and-children-july-2019/formative-assessment-english-language

103. **Lee, O.**, Llosa, L., Grapin, S., Haas, A., & Goggins, M. (2019). Science and language integration with English learners: A conceptual framework guiding instructional materials development. *Science Education*, *103*(2), 317-337. https://doi.org/10.1002/sce.21498

102. Grapin, S., Haas, A., Goggins, M., Llosa, L., & **Lee, O.** (2019). Beyond general-purpose talk moves: Using discipline-specific probes with English learners in the science classroom. *Science and Children*, *57*(4), 36-43. https://www.nsta.org/science-and-children/science-and-children-novemberdecember-2019/beyond-general-purpose-talk-moves-0

101. Grapin, S. E., Llosa, L., Haas, A., Goggins, M., & **Lee, O.** (2019). Precision: Toward a meaning-centered view of language use with English learners in the content areas. *Linguistics and Education*, *50*(1), 71-83. https://doi.org/10.1016/j.linged.2019.03.004

100. Goggins, M., Haas, A., Grapin, S., Llosa, L., & **Lee, O.** (2019). Integrating crosscutting concepts into science instruction. *Science and Children*, *57*(1), 56-61. https://www.nsta.org/science-and-children/science-and-children-september-2019/integrating-crosscutting-concepts-0

99. **Lee, O.** (2018). English language proficiency standards aligned with content standards. *Educational Researcher*, *47*(5), 317-327. https://doi.org/10.3102/0013189X18763775

98. **Lee, O.** (2017). Common Core State Standards for ELA/literacy and Next Generation Science Standards: Convergences and discrepancies using argument as an example. *Educational Researcher*, *46*(2), 90-102. https://doi.org/10.3102/0013189X17699172

    Note: See the *Education Week* blog on this article, http://blogs.edweek.org/edweek/curriculum/2017/04/science_standards_common_core.html

97. Diamond, B. S., Maerten-Rivera, J., & **Lee, O.** (2017). Effects of a multiyear curricular and professional development intervention on elementary teachers' science content knowledge. *Florida Journal of Educational Research*, *55*(2), 1-24. https://feraonline.org/journal/journal-contents/?issue=2017-volume-55

96. **Lee, O.**, Llosa, L., Jiang, F., Haas, A., O'Connor, C., & Van Booven, C. D. (2016). Elementary teachers' science knowledge and instructional practices: Impact of an intervention focused on English language learners. *Journal of Research in Science Teaching*, *53*(4), 579-597. https://doi.org/10.1002/tea.21314

95. **Lee, O.**, Llosa, L., Jiang, F., O'Connor, C., & Haas, A. (2016). School resources in teaching science to diverse student groups: An intervention's effect on elementary teachers' perceptions. *Journal of Science Teacher Education*, *27*(7), 769-794. https://doi.org/10.1007/s10972-016-9487-y

94. Caswell, L., Martinez, A., **Lee, O.**, Berns, B. B., & Rhodes, H. (2016). Analysis of the National Science Foundation's Discovery Research K–12 on mathematics and science education for English learners. *Teachers College Record*, *118*(5), 1-48. https://doi.org/10.1177/016146811611800502

93. Maerten-Rivera, J., Ahn, S., Lanier, K., Diaz, J., & **Lee, O.** (2016). Effect of a multiyear intervention on science achievement of all students including English language learners. *The Elementary School Journal*, *116*(4), 600-623. https://doi.org/10.1086/686250

92. Llosa, L., **Lee, O.**, Jiang, F., Haas, A., O'Connor, C., Van Booven, C. D., & Kieffer, M. J. (2016). Impact of a large-scale science intervention focused on English language learners. *American Educational Research Journal*, *53*(2), 395-424. https://doi.org/10.3102/0002831216637348

91. Januszyk, R., Miller, E. C., & **Lee, O.** (2016). Addressing student diversity and equity: The Next Generation Science Standards are leading a new wave of reform. *Science Scope*, *39*(8), 16-19. https://www.jstor.org/stable/43827310

90. Maerten-Rivera, J. L., Huggins-Manley, A. C., Adamson, K., **Lee, O.**, & Llosa, L. (2015). Development and validation of a measure of elementary teachers' science content knowledge in two multiyear teacher professional development intervention projects. *Journal of Research in Science Teaching*, *52*(3), 371-396. https://doi.org/10.1002/tea.21198

89. Haas, A., Hollimon, S., & **Lee, O.** (2015). Methods & strategies: Deep assessment. *Science and Children*, *53*(3), 73-77. https://www.jstor.org/stable/43692233

88. Miller, E., Januszyk, R., & **Lee, O.** (2015). NGSS in action. *Science and Children*, *53*(2), 64-70. https://www.jstor.org/stable/43691981

87. Miller, E. C., Januszyk, R., & **Lee, O.** (2015). Engineering progressions in the NGSS diversity and equity case studies. *Science Scope*, *38*(9), 27-30. https://www.jstor.org/stable/43691290

86. Llosa, L., Van Booven, C. D., & **Lee, O.** (2015). Teaching content standards to English language learners: Elementary science teachers' use of language development and home language strategies. *NYS TESOL Journal*, *2*(2), 6-19. https://journal.nystesol.org/index.php/NYSTJ/article/view/136/112

85. Buxton, C., Salinas, A., Mahotiere, M., **Lee, O.**, & Secada, W. (2015). Fourth-grade emergent bilingual learners' scientific reasoning complexity, controlled experiment practices, and content knowledge when discussing school, home, and play contexts. *Teachers College Record*, *117*(2), 1-36.

84. Januszyk, R., Miller, E., & **Lee, O.** (2014). Guest editorial: NGSS case studies: Economically disadvantaged students developing conceptual models. *Science Scope*, *38*(4), 6-11. https://www.jstor.org/stable/43691208

83. **Lee, O.**, Miller, E. C., & Januszyk, R. (2014). Next Generation Science Standards: All standards, all students. *Journal of Science Teacher Education*, *25*(2), 223-233. https://doi.org/10.1007/s10972-014-9379-y

82. Turkan, S., De Oliveira, L. C., **Lee, O.**, & Phelps, G. (2014). Proposing a knowledge base for teaching academic content to English language learners: Disciplinary linguistic knowledge. *Teachers College Record*, *116*(3), 1-30. https://doi.org/10.1177/016146811411600303

81. Maerten-Rivera, J., Myers, N. D., & **Lee, O.** (2014). Studying longitudinal change in teacher practices using the multilevel model and latent growth model with an examination of alternative covariance structures. *International Journal of Quantitative Research in Education*, *2*(2), 89-112. https://doi.org/10.1504/IJQRE.2014.064395

80. Cone, N., Buxton, C., **Lee, O.**, & Mahotiere, M. (2014). Negotiating a sense of identity in a foreign land: Navigating public school structures and practices that often conflict with Haitian culture and values. *Urban Education*, *49*(3), 263-296. https://doi.org/10.1177/0042085913478619

79. Diamond, B. S., Maerten-Rivera, J., Rohrer, R. E., & **Lee, O.** (2014). Effectiveness of a curricular and professional development intervention at improving elementary teachers' science content knowledge and student achievement outcomes: Year 1 results. *Journal of Research in Science Teaching*, *51*(5), 635-658. https://doi.org/10.1002/tea.21148

78. **Lee, O.**, Quinn, H., & Valdés, G. (2013). Science and language for English language learners in relation to Next Generation Science Standards and with implications for Common Core State Standards for English language arts and mathematics. *Educational Researcher*, *42*(4), 223-233. https://doi.org/10.3102/0013189X13480524

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77. **Lee, O.**, & Buxton, C. A. (2013). Teacher professional development to improve science and literacy achievement of English language learners. *Theory Into Practice*, *52*(2), 110-117. https://doi.org/10.1080/00405841.2013.770328

76. **Lee, O.**, & Buxton, C. A. (2013). Integrating science and English proficiency for English language learners. *Theory Into Practice*, *52*(1), 36-42. https://doi.org/10.1080/07351690.2013.743772

75. Adamson, K., Santau, A., & **Lee, O.** (2013). The impact of professional development on elementary teachers' strategies for teaching science with diverse student groups in urban elementary schools. *Journal of Science Teacher Education*, *24*(3), 553-571. https://doi.org/10.1007/s10972-012-9306-z

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71. Emdin, C., & **Lee, O.** (2012). Hip-hop, the "Obama effect," and urban science education. *Teachers College Record*, *114*(2), 1-24. https://doi.org/10.1177/016146811211400205

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65. Maerten-Rivera, J., Myers, N., **Lee, O.**, & Penfield, R. (2010). Student and school predictors of high-stakes assessment in science. *Science Education*, *94*(6), 937-962. https://doi.org/10.1002/sce.20408

64. Penfield, R. D., & **Lee, O.** (2010). Test-based accountability: Potential benefits and pitfalls of science assessment with student diversity. *Journal of Research in Science Teaching*, *47*(1), 6-24. https://doi.org/10.1002/tea.20307

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EDITORIALS AND INVITED JOURNAL ARTICLES

43. **Lee, O.**, Grapin, S. E., & Haas, A. (2023). Teacher professional development programs integrating science and language with multilingual learners. *ARISE Blog Series*, American Association for the Advancement of Science. https://aaas-arise.org/2023/10/03/teacher-professional-development-programs-integrating-science-and-language-with-multilingual-learners/

42. Borman, G., Ocol, T., & **Lee, O.** (2023). New York State P-12 Science Learning Standards: Student agency and equity as core of contemporary science education with all students. *Impact On Instructional Improvement*, 47(2), 27-34. https://issuu.com/nysascd/docs/impactfallwinter2022

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32. **Lee, O.** (2021). Integration of science and language with a focus on multilingual learners: Shared opportunities and responsibilities. *NYS TESOL Journal*, *8*(1), 3-14. https://journal.nystesol.org/index.php/NYSTJ/article/view/166/153

31. **Lee, O.** (2021). Commentary on the special issue, *Systems for Systems*: *Computational Systems Modeling to Promote Equity and Access in K-12 STEM Educational Systems. Systems*, *9*(2), 30. https://doi.org/10.3390/systems9020030

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27. **Lee, O.** (2019, March 21). Contemporary instructional approaches to promote STEM learning for English learners. *National Science Teaching Association.* https://www.nsta.org/blog/contemporary-instructional-approaches-promote-stem-learning-english-learners

26. **Lee, O.** (2019, January 8). English learners in STEM subjects. *National Science Teaching Association.* https://www.nsta.org/blog/english-learners-stem-subjects

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BRIEFS AND MONOGRAPHS

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Center, Inc. https://cadrek12.org/sites/default/files/2023-08/Classroom-Based%20STEM%20Assessment%20FULL%20REPORT.pdf

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4. **Lee, O.** (1998). *Current conceptions of science achievement in major reform documents and implications for equity and assessment.* University of Wisconsin-Madison and National Institute for Science Education.

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2. **Lee, O.** (1998). Science instruction and assessment for English language learners in the state of Florida. In S. H. Fradd & O. Lee (Eds.), *Creating Florida's multilingual work force: Policies and practices for instruction and assessment of English language learners* (pp. v, 1-11). Florida Department of Education Office of Multicultural Student Language Education.

1. **Lee, O.**, Eichinger, D., Anderson, C. W., Berkheimer, G. D., & Blakeslee, T. C. (1990). *Changing middle school students' conceptions of matter and molecules*. Michigan State University Institute for Research on Teaching.

COMMITTEE DOCUMENTS

9. National Science Foundation Broadening Participation Subcommittee of the Advisory Committee for the Education and Human Resources Directorate. (2021). *An Education and Human Resources Directorate prototype for identifying common metrics for monitoring broadening participation in National Science Foundation programs*. National Science Foundation.

   Note: As chair of the subcommittee, I led the development of this report.

8. National Academies of Sciences, Engineering, and Medicine. (2018). *English learners in STEM subjects: Transforming classrooms, schools, and lives.* National Academies Press.

7. **Lee, O.**, Miller, E., Januszyk, R., Okoro, B., O'Day, B., Gutierrez, J., & Jones, N. (2013). *All standards, all students: Making Next Generation Science Standards accessible to all students.* Achieve, Inc.

   Note: As part of this project, I coauthored seven case studies focused on the following:
   1. Economically disadvantaged students
   2. Students from marginalized racial and ethnic groups
   3. Students with disabilities
   4. English language learners
   5. Girls
   6. Students in alternative education
   7. Gifted and talented students

6. Next Generation Science Standards Lead States. (2013). *Next Generation Science Standards: For states, by states.* National Academies Press.

5. Council of Chief State School Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*.

4. Deussen, T., Autio, E., Miller, B., Lockwood, A. T., & Stewart, V. (2008). *What teachers should know about instruction for English language learners: A report to Washington State.* Northwest Regional Educational Laboratory.

3. Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity roundtable report.* National Clearinghouse for English Language Acquisition.

2. National Research Council, Committee on Science Learning, Kindergarten Through Eighth Grade. (2007). *Taking science to school: Learning and teaching science in grades K-8.* National Academies Press.

1. Lynch, S., Atwater, M., Cawley, J., Eccles, J., **Lee, O.**, Marrett, C., . . . Wiletto, A. (1996). *An equity blueprint for Project 2061 science education reform.* American Association for the Advancement of Science Project 2061.

RESOURCES FOR NEW YORK STATE EDUCATION DEPARTMENT

Integrating Science and Language for All Students with a Focus on English Language Learners.
http://www.nysed.gov/bilingual-ed/news/integrating-science-and-language-all-students-focus-english-language-learners

http://www.nysed.gov/bilingual-ed/integrating-science-and-language-all-students-focus-english-language-learners

Resources include an introduction and seven sets of webinars and briefs (2021):

1. Introduction
2. Unpacking the New York State P-12 Science Learning Standards
3. Science and language with English language learners
4. Science instructional shifts
5. Language instructional shifts
6. A classroom example
7. Science and language assessment shifts
8. Formative assessment in the science classroom

Kang, E., Ocol, T., Bauler, C., & **Lee, O.** (2022). *CTLE professional development series: Integrating science and language for all students with a focus on English language learners.* Collaboration among Adelphi University, New York City Department of Education, and New York University. https://sites.google.com/schools.nyc.gov/nysed-ctle-integrating-science/home

RESOURCES FOR NATIONAL SCIENCE TEACHING ASSOCIATION

NSTA playlists:

8. Tracking COVID-19 in the United States
   https://www.nsta.org/playlist/tracking-covid-19-united-states

7. Understanding COVID-19 disparities using computational modeling
   https://www.nsta.org/playlist/understanding-covid-19-disparities-using-computational-modeling

6. Computational thinking and modeling
   https://www.nsta.org/playlist/computational-thinking-and-modeling

5. How do ants help the plants and animals of the woods?
   https://www.nsta.org/playlist/how-do-ants-help-plants-and-animals-woods

4. Why do fireflies light up?
   https://www.nsta.org/playlist/why-do-fireflies-light

3. How were the Scablands formed?
   https://www.nsta.org/playlist/how-were-channeled-scablands-formed

2. What happens to our garbage?
   https://www.nsta.org/playlist/what-happens-our-garbage

1. Lee, S., Russell, J., **Lee, O.**, & Campbell, T. (2021). *What is a problem you want to design solutions for? What is a problem you see in your community that you want to design solutions for? What would you make?* https://www.nsta.org/lesson-plan/what-problem-you-want-design-solutions

CURRICULUM DEVELOPMENT

7. SAIL Research Lab. (2020). *Science and integrated language plus computational thinking and modeling (SAIL+CTM): A yearlong fifth-grade science curriculum aligned to the Next Generation Science Standards with a focus on English learners that integrates computational thinking and modeling.* New York University. https://www.nyusail.org

6. SAIL Research Lab. (2019). *Science and integrated language (SAIL): A yearlong fifth-grade science curriculum aligned to the Next Generation Science Standards with a focus on English learners.* New York University. https://www.nyusail.org

   Note: Achieve, Inc. awarded *Grade 5: SAIL Garbage Unit* the NGSS Design Badge, which is the highest rating for NGSS-aligned curriculum units, https://www.nextgenscience.org/resources/grade-5-sail-garbage-unit

5. **Lee, O.**, and others. (2013). *Promoting science among English language learners (P-SELL) science 5th grade* (student book and teacher guide). New York University (a comprehensive, stand-alone, year-long science curriculum for fifth grade).

4. Buxton, C. A., Cone, N., Oddone, S., & **Lee, O.** (2009). *Promoting science among English language learners (P-SELL) in middle school science* (student book and teacher guide). University of Miami.

3. **Lee, O.**, Buxton, C. A., LeRoy, K., & Secada, W. G. (2008). *Promoting science among English language learners* (student books and teacher guides). University of Miami. This is a series of nine science curriculum units for third, fourth, and fifth grade: *Measurement*, *States of Matter*, *Water Cycle and Weather*, *Energy*, *Force and Motion*, *Processes of Life*, *Nature of Matter*, *Earth Systems*, and *Synthesis*.

2. Berkheimer, G. D., Anderson, C. W., **Lee, O.**, & Blakeslee, T. C. with Eichinger, D., & Sands, K. (1988). *Matter and molecules teacher's guide: Science book* (Occasional Paper No. 121). Michigan State University Institute for Research on Teaching.

1. Berkheimer, G. D., Anderson, C. W., & Blakeslee, T. C. with **Lee, O.**, Eichinger, D., & Sands, K. (1988). *Matter and molecules teacher's guide: Activity book* (Occasional Paper No. 122). Michigan State University Institute for Research on Teaching.

CONFERENCE PROCEEDINGS

4. Rehmat, A. P., **Lee, O.**, Nordine, J., Novak, A. M., Osborne, J., & Willard, T. (2019). Modeling the role of crosscutting concepts for strengthening science learning of all students. In S. J. Fick, J., Nordine, & K. W. McElhaney (Eds.), *Proceedings of the summit for examining the potential for crosscutting concepts to support three-dimensional learning* (pp. 66-73). University of Virginia. https://par.nsf.gov/servlets/purl/10178633

3. **Lee, O.** (2010). *Equity for culturally and linguistically diverse students in science education: Recommendations for a research agenda.* An invited paper presented at the

National Institute for Science Education Forum. The Forum was organized by the National Institute for Science Education, Wisconsin Center for Education Research, and University of Wisconsin-Madison with funding from the National Science Foundation (Cooperative Agreement No. RED 9452971).

2. **Lee, O.** (1996). *Science teacher education for the 21st century in South Korea.* An invited speech presented at the 20th Anniversary of the Korean Association for Research in Science Education International Seminar and Workshop, Seoul, South Korea.

1. Burns-Hoffman, R., **Lee, O.**, & Fradd, S. H. (1995). Patterns of noun-phrase expression in hands-on instructional conversations in science. In D. MacLaughlin & M. Bernstein (Eds.), *Proceedings of the 19th annual Boston University conference on language development.* Cascadilla Press.

FOREWORDS AND ENDORSEMENTS

11. **Lee, O.** (in press). Endorsement of *Centering multilingual learners in school curriculum through community asset mapping: A practical guide for teachers* by Ching Ching Lin and Huseyin Uysal. Myers Education Press.

10. **Lee, O.** (in press). Endorsement of *Early childhood and the Asian American experience: Exploring intersectionality and addressing misrepresentations* by Sohyun Meacham, Su-Jeong Wee, Jinhee Kim, Sophia Han, and Wu-Ying Hsieh. Routledge.

9. **Lee, O.** (2024). Endorsement of *Teaching toward rightful presence in middle school STEM* by Edna Tan and Angela Calabrese Barton. Harvard Education Press.

8. **Lee, O.** (2022). Endorsement of *How to prepare for kindergarten* by Gabriella S. Rajguru. The Paper House Publishing.

7. **Lee, O.** (2022). Endorsement of *Expanding reading comprehension in grades 3-6* by Katherine A. Doughtery Stahl and Georgia Earnest García. Guilford Press.

6. **Lee, O.** (2017). Endorsement of *Language power: Key uses for accessing content* by Margo Gottlieb and Mariana Castro. Corwin Press.

5. **Lee, O.** (2016). Foreword. In E. G. Lyon, S. Tolbert, J. Solís, T. Stoddart, & G. Bunch, *Secondary science teaching for English learners: Developing supportive and responsive learning contexts for sense-making and language development* (pp. vii-ix). Rowman & Littlefield.

4. **Lee, O.** (2015). Endorsement of *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom* by Margaret Heritage, Aída Walqui, and Robert Linquanti. Harvard Education Press.

3. **Lee, O.** (2008). Foreword. In K. R. Bruna & K. Gomez (Eds.), *Talking science, writing science: The work of language in multicultural classrooms* (pp. viii-xi). Taylor and Francis.

2. **Lee, O.** (2000). Foreword. In A. E. Sweeny & K. G. Tobin (Eds.), *Language, discourse, and learning in science: Improving professional practice through action research* (pp. 9-11). Southeastern Regional Vision for Education.

1. **Lee, O.** (2000). Foreword. In W. W. Cobern, *Everyday thoughts about nature: An interpretive study of 16 ninth graders' conceptualizations of nature* (pp. ix-x). Kluwer Academic Publishers.

BOOK REVIEWS

2. **Lee, O.** (1996). Review [Review of the book *The other side of the Asian American success story*, by W. Walker-Mofatt]. *World Communication*, *25*(2), 106.

1. **Lee, O.** (1996). Review [Review of the book *Asian Americans: Contemporary trends and issues*, by P. G. Min]. *World Communication*, *25*(2), 105.

FUNDED PROJECTS

2023-2027	**Principal Investigator**, Justice-Centered STEM Education with Multilingual Learners to Address Pressing Societal Challenges Using the Case of the COVID-19 Pandemic (with Eric Banilower as Co-PI at Horizon Research, Inc.; Scott Grapin as Co-PI at University of Miami; Alison Haas as Co-PI at New York University; and Eric Klopfer as Co-PI at MIT). National Science Foundation Division of Discovery Research PreK-12 ($3 million).
2024-2025	**Principal Investigator**, Integrating the North Carolina K-12 Science Standards and English Language Development Standards (with Alison Haas, Scott Grapin, and Abigail Schwenger). The Charlotte-Mecklenburg School District, North Carolina ($70,000).
2023-2025	**Principal Investigator**, Piloting Curriculum Units Aligned to the New York State P-12 Science Learning Standards That Integrates Science and Language Learning Across K-12. Mid-State RBERN at OCM BOCES, New York ($50,000).
2020-2025	**Principal Investigator**, Professional Development to Support an Elementary School Science and Integrated Language Curriculum (with Eric Banilower as Co-PI at Horizon Research, Inc. and Jessaca Spybrook as Co-PI at Western Michigan University). National Science Foundation Division of Discovery Research PreK-12 ($3,157,000).
2021-2023	**Principal Investigator**, Developing Curriculum Units Aligned to the New York State P-12 Science Learning Standards That Integrates Science and Language Learning Across K-12. Mid-State RBERN at OCM BOCES, New York ($50,000).

2020-2023 **Co-Principal Investigator**, STEM Identities and K-Career Pathways of Immigrant Youth of Color (with Hua-Yu Sebastian Cherng as PI at New York University, Stella Flores and Sumie Okazaki as Co-PIs at New York University, and Amy Hsin as Co-PI at CUNY Queens College). National Science Foundation Division of Undergraduate Education ($300,000).

2017-2022 **Principal Investigator**, Science and Integrated Language Plus Computational Thinking and Modeling with English Learners (with Eric Klopfer as Co-PI at MIT, Lorena Llosa as Co-PI at New York University, and Corey Brady as Co-PI at Vanderbilt University). National Science Foundation Division of Research on Learning ($2.5 million).

2019-2021 **Project Director**, Supporting Statewide Leadership for Implementation of New York State P-12 Science Learning Standards with English Language Learners. New York State Education Department ($45,000).

2015-2021 **Principal Investigator**, Development of Language-Focused Three-Dimensional Science Instructional Materials to Support English Language Learners in Fifth Grade (with Guadalupe Valdés as PI at Stanford University and Lorena Llosa as Co-PI at New York University). National Science Foundation Discovery Research K-12 ($1.7 million to New York University and $1.3 million to Stanford University, for a total of $3 million).

2018-2019 **Project Director**, New York State Science Learning Standards with a Focus on ELLs Professional Learning Cycle. New York City Department of Education ($15,000).

2017-2018 **Co-Principal Investigator**, Capitalizing on Aircraft Air and Noise Pollution: Transforming Deficits Into Assets (with Tae Hong Park as PI at New York University). Internal award from NYU ($50,000).

2011-2017 **Principal Investigator**, Promoting Science Among English Language Learners (P-SELL): Scale-Up (with Lorena Llosa as Co-PI at New York University). National Science Foundation Discovery Research K-12 ($4.5 million).

2009-2014 **Principal Investigator**, Promoting Science Among English Language Learners (P-SELL) Efficacy and Sustainability. U.S. Department of Education Institute of Education Sciences ($3 million).

2004-2010 **Principal Investigator**, Promoting Science Among English Language Learners (P-SELL) in a High-Stakes Testing Policy Context (with Walter G. Secada as Co-PI at the University of Miami). National Science Foundation Teacher Professional Continuum Program ($5.5 million).

2009 **Principal Investigator**, Promoting Science Among English Language Learners in Middle School. Carnegie Corporation of New York ($49,700).

2008	**Project Director**, P-SELL Institute. Two private donations ($50,000).
2000-2005	**Principal Investigator**, Instructional Intervention to Promote Science and Literacy with Linguistically Diverse Elementary Students (sub-contract to the University of California at Berkeley, Eugene García as Co-PI). National Science Foundation, U.S. Department of Education, and National Institutes of Health Interagency Education Research Initiative Program ($2.5 million).
2003-2004	**Principal Investigator**, Science and Literacy in the Context of Students' Home Language and Culture. Sherman Fairchild Foundation ($50,000).
1999-2004	**Co-Principal Investigator**, Evaluation of South Florida Annenberg Challenge (with Jeanne Schumm as PI at University of Miami). Annenberg Foundation ($1,169,403).
2000-2003	**Principal Investigator**, Highly Effective USI Schools: An Outlier Study (sub-contract to the University of Miami from the Urban Institute, Beatriz Clewell as project PI). National Science Foundation Division of Research, Education, and Communication ($150,000).
1998-2003	**Co-Principal Investigator and Project Evaluator**, Bilingual Beginnings for Teachers and Students–5th Year Program (with Sandra H. Fradd as PI followed by Mary Avalos at University of Miami). U.S. Department of Education Office of Bilingual and Minority Languages Affairs ($975,394).
1998-2001	**Co-Principal Investigator and Project Evaluator**, Biliteracy for Beginning Teachers–1st Year Program (with Sandra H. Fradd as PI at University of Miami). U.S. Department of Education Office of Bilingual and Minority Languages Affairs ($671,425).
1997-2000	**Principal Investigator**, Science for All, Including Linguistically Diverse Students: Achieving the Promise (with Sandra H. Fradd as Co-PI at University of Miami). National Science Foundation Research in Education, Policy, and Practice Program ($764,405).
1995-1999	**Project Director**, Secondary School Science and Mathematics Teacher Preparation Project (with Gilbert Cuevas as Co-PI at University of Miami). Eisenhower Funding for Florida Region 6 Higher Education Consortium Florida Department of Education. *Note:* Funding was awarded based on annual competition: 1999: $18,500 1997-1998: $17,000 1996-1997: $30,000 1995-1996: $14,400

1997-1998 **Co-Principal Investigator**, Assessment and Instruction for Students Learning English: Policies and Practices (with Sandra H. Fradd as PI at University of Miami). Florida Department of Education Office of Multicultural Student Language Education ($102,000).

1995-1998 **Co-Principal Investigator**, Promoting Science Literacy for All Americans, Including Culturally and Linguistically Diverse Students: Keeping the Promise (with Sandra H. Fradd as PI at University of Miami and Frank X. Sutman as Co-PI at Rollins College). National Science Foundation Research on Teaching and Learning Program ($659,000).

1996-1997 **Fellow**, Current Conceptions of Science Achievement in Major Reform Documents and Implications for Equity. National Science Foundation ($16,465).

1996-1997 **Principal Investigator**, Asian American Students: Social, Cultural, and Linguistic Influences on Academic Performance and Social Adjustment. University of Miami General Research Support Award ($4,600).

1994-1996 **Co-Principal Investigator and Project Evaluator**, Master's ESOL Teacher Training (MET) Program (with Sandra H. Fradd as PI at University of Miami). U.S. Department of Education Office of Bilingual and Minority Languages Affairs ($607,000).

1993-1995 **National Academy of Education Spencer Postdoctoral Fellow**, Children's Views of the World in Social and Cultural Contexts. National Academy of Education Spencer Postdoctoral Fellowship ($35,000).

1993-1994 **Principal Investigator**, Children's Views of the World in Social and Cultural Contexts. University of Miami General Faculty Research Support Award ($4,000).

1992-1993 **Co-Principal Investigator**, Linguistic Performance, Cognitive Strategies, and Science Knowledge of Non-English Background Students (with Sandra H. Fradd as PI at University of Miami). National Science Foundation Small Grant for Exploratory Research ($50,000).

1992-1993 **Co-Project Director**, Teacher Enhancement in Physics and Chemistry Project (with Shepard Faber as PI at University of Miami). Florida Department of Education ($100,000). (This project was conducted in collaboration with the Miami Museum of Science and Dade County Public Schools.)

1990-1993 **Co-Project Director**, Mathematics and Science Resource Teacher Project (with Gilbert Cuevas as PI at University of Miami). U.S. Department of

Education National Eisenhower Mathematics and Science Program ($414,000).

1991-1992 **Co-Project Director**, Teacher Improvement in Physical Science Project (with Shepard Faber as PI at University of Miami). Florida Department of Education ($96,350). (This project was conducted in collaboration with the Miami Museum of Science and Dade County Public Schools.)

1991 **Commissioned Project**, Faculty Development for Effective Teaching (with Billy Birnie and Gilbert Cuevas at University of Miami). University of Miami School of Business Administration ($6,500).

INVITED SPEECHES (302 as of May 1, 2025)

International (9)
National (102)
State (95)
School District (28)
Business or Education Organization (34)
Higher Education Institution (34)

EDITORSHIPS OF SPECIAL ISSUES AND HANDBOOK SECTIONS

2023 **Lee, O.** (2023). Editor of the *2023 ARISE Blog Series* on the theme of culturally relevant learning experiences and/or justice-centered STEM education. American Association for the Advancement of Science.

2022 **Lee, O.** (2022). *Developing and supporting a strong, diverse science teaching workforce* [Special issue]. National Science Teaching Association. https://www.nsta.org/blog/developing-and-supporting-strong-diverse-science-teaching-workforce?utm_medium=email&utm_source=rasa_ioutm_medium=email&utm_source=rasa_io

2020-2023 Buxton, C. A., & **Lee, O.** (2022). Section on diversity and equity in science education. In N. G. Lederman, D. Zeidler, & J. Lederman (Eds.), *Handbook of research in science education* (3rd ed.). Routledge.

2020-2021 **Lee, O.**, & Campbell, D. T. (2021). Instructional materials aligned to *A Framework for K-12 Science Education* and the Next Generation Science Standards [Special issue]. *Journal of Science Teacher Education*, *32*(7).

2020 **Lee, O.** (2020, August 27). *Local phenomena* [Special issue]. National Science Teaching Association. https://www.nsta.org/blog/local-I phenomena

2011-2014 Buxton, C. A., & **Lee, O.** (2014). Section on diversity and equity in science education. In N. G. Lederman & S. K. Abell (Eds.), *Handbook of research in science education* (2nd ed.). Erlbaum.

2009-2013	**Lee, O.**, & Buxton, C. A. (2013). Diversity and equity in science education [Special issue]. *Theory Into Practice*, *52*(1).
2010-2012	**Lee, O.**, & Krajcik, J. (2012). Large-scale interventions in science education for diverse student groups in varied educational settings [Special issue]. *Journal of Research in Science Teaching*, *49*(3).
1999-2000	**Lee, O.**, & Lynch, S. (2001). Language and culture in science education.

COMMITTEES

NATIONAL

2024-2028	Chair, Professional Development Committee, National Academy of Education
2024-2027	Retreat Planning Committee, National Academy of Education
2024-2027	Committee on Equal Opportunities in Science and Engineering, National Science Foundation
2024-2027	Co-Chair and Chair, Committee for the Distinguished Contribution to Science Education Through Research Award, National Association for Research in Science Teaching
2022-2025	Chair, Section Q (Education) Steering Committee, American Association for the Advancement of Science
2022-2025	Selection Committee for the National Academy of Education/Spencer Dissertation Fellowship Program, National Academy of Education
2022-2025	Selection Committee for the AERA Fellows Program, American Educational Research Association
2023-2024	Professional Development Committee, National Academy of Education
2023	Chair, Board Nominating Committee, National Academy of Education
2023	Planning Committee for Artificial Intelligence in Education, National Academy of Education
2023	Review Committee for Undergraduate Student Education Research Training Workshop, American Educational Research Association
2022-2023	Review Committee for Education Research Conference Awards, American Educational Research Association

2022-2023	National Assessment of Educational Progress (NAEP) Science Assessment Framework Steering Panel
2022	Coordinator of *Taking Stock of Science Standards Implementation: Proceedings of a Virtual Symposium* by the Board on Science Education, National Academies of Sciences, Engineering, and Medicine. National Academies Press.
2021-2022	Search Advisory Committee for the Assistant Director for Education and Human Resources, National Science Foundation
2019-2022	Member-at-Large, American Educational Research Association,
2019-2022	Distinguished Contribution to Science Education Through Research Award Committee, National Association for Research in Science Teaching
2016-2022	Advisory Committee for the Directorate of Education and Human Resources, National Science Foundation
2020-2021	Chair, Subcommittee on Broadening Participation, Advisory Committee for the Directorate of Education and Human Resources, National Science Foundation
2018-2021	Board of Trustees, Center for Applied Linguistics
2019-2020	Co-Chair, Division K Legacy Award Committee, American Educational Research Association
2019-2020	Division C Early Career Award, American Educational Research Association
2019	Chair, Committee of Visitors to Review the Portfolio of the Division of Research on Learning in Formal and Informal Settings, National Science Foundation
2017-2018	Committee on Supporting English Learners in STEM Subjects, National Research Council
2015-2016	Chair, Division K Mid-Career Award Committee, American Educational Research Association
2015	National Conversation on Equity Through STEM, National Science Teachers Association
2012-2015	Advisory Committee on English Language Learners for Smarter Balanced Assessment Consortium

2011-2014	Steering Committee on Building on the Common Core State Standards Initiative to Improve Learning for English Language Learners (Kenji Hakuta as PI; Kenji Hakuta and Maria Santos as Co-Chairs of Steering Committee), Stanford University
2011-2013	Writing Team for Next Generation Science Standards, Achieve, Inc.
2011-2013	Leader, Next Generation Science Standards Diversity and Equity Team, Achieve, Inc.
2009-2013	Board of Directors, Korean-American Educational Researchers Association
2012	English Language Proficiency Development Framework Committee, Council of Chief State School Officers
2010-2011	Chair, Division G Early Career Award Committee, American Educational Research Association
2009	Committee of Visitors to Review the Portfolio of the Discovery Research K-12 and Research and Evaluation on Education in Science and Engineering Programs, Division of Research on Learning, National Science Foundation
2007-2009	Early Career Award Committee, American Educational Research Association
2004-2007	Committee on Science Learning, Kindergarten Through Eighth Grade, National Research Council
2004-2006	Board of Science Education, Center for Education, National Research Council
2003-2006	Board of Directors, National Association for Research in Science Teaching
2001-2004	Executive Member, Committee on Science Education K-12, Center for Education, National Research Council
2001-2003	Chair, Science and Diversity Synthesis Committee. A joint project by the Center for Research on Education, Diversity and Excellence at the University of California-Santa Cruz, the University of Houston, and the National Center for Improving Student Learning and Achievement in Mathematics and Science at the University of Wisconsin-Madison

2002	Committee of Visitors to Review the Portfolio of the Research on Learning and Education Program, Division of Research, Evaluation, and Communication, National Science Foundation
1999-2002	Committee for the Scholars of Color in Education (formerly Committee on the Role and Status of Minorities in Educational Research and Development), American Educational Research Association
1997-2000	Chair, Equity and Ethics Committee, National Association for Research in Science Teaching
1995-1998	*Journal of Research in Science Teaching* Award Committee, National Association for Research in Science Teaching
1994-1996	Project 2061 Equity Blueprint Committee, American Association for the Advancement of Science

STATE

2025	Environmental Education Advisory Committee, New York State Education Department
2018-present	New York State Science Content Advisory Panel, New York State Education Department
2016-2020	New York State Science Conference Planning Committee, New York State Boards of Cooperative Education Services
2015-2018	New York State Science Education Steering Committee, New York State Education Department
1995-1996	Advisory Board, Department of Environmental Education, Florida Department of Education
1993-1994	Writing Committee, Science for All Educators, Florida Department of Education, grant funded by the U.S. Department of Education

DISTRICT

2000-2005	Advisory Board, Miami-Dade County Urban Systemic Program, grant funded by the National Science Foundation
1994-1999	Advisory Board, Dade County Urban Systemic Initiative, grant funded by the National Science Foundation
1995-1997	Advisory Board, Dade County Public Schools, Academy of Instructional Leadership, grant funded by the U.S. Department of Education

1993-1996 Advisory Board, Region 6 Florida Statewide Systemic Initiative, grant funded by the National Science Foundation

INTERVIEWS AND PODCASTS

2024 Conversations From CAST24: Okhee Lee and JW Marshall
https://www.statweb.org/stat-studio?wchannelid=hiljbflbz4&wmediaid=2g3wyyjw6m

2024 RBERNing Questions: Language and Science to Empower All Students
https://www.buzzsprout.com/2402273/episodes/16190682

2024 Cultural Connections Lab, S2, E18
https://podcasts.apple.com/us/podcast/dr-okhee-lee/id1678370702?i=1000678157810

2024 Teaching STEM #4Real: STEM for Multilingual Learners, S3, E6
https://podcasts.apple.com/ca/podcast/s3-e6-stem-for-multilingual-learners-with-dr-okhee-lee/id1611583589?i=1000673809251

2024 Teaching STEM #4Real: STEM for Multilingual Learners, S3, E6
https://open.spotify.com/episode/18TPSnvW16VM1avMdXkl8g

2023 Summit K12 Presents Doing Science, Using Language

Part 1: Contemporary Science Education
https://summitk12-4.wistia.com/medias/7efacfrlr6

Part 2: Contemporary Language Education with Multilingual Learners
https://summitk12-4.wistia.com/medias/m52yej4m59

Part 3: Contemporary Approaches to Science and Language Integration with Multilingual Learners
https://summitk12-4.wistia.com/medias/zbtn9zd8va

Part 4: Justice-Centered STEM Education with Multilingual Learners
https://summitk12-4.wistia.com/medias/3vhk6280bi

2023 EXPLOR(ED) with Dean Jackson / Episode 2 / NYU Steinhardt Professor Okhee Lee
https://www.youtube.com/watch?v=iE1-Exy8oEE

2023 Dean Jack Knott and Okhee Lee, NYU Steinhardt
https://www.youtube.com/watch?v=rbZ2dWaYq34&t=15s

2022 Conversations From CAST22: Dr. Okhee Lee
https://www.statweb.org/stat-studio?wchannelid=y1inik34h0&wmediaid=z7tmj2swg8

2022	Conversations With Tim: Examining How the 2020 Edition Impacts Multilingual Learner Education https://wida.wisc.edu/about/news/conversations-tim-examining-how-2020-edition-impacts-multilingual-learner-education
2021	Ask Matt–NGSS Science Education Advice From an Expert: Part 2 Science and Language. Hosts: Eugene Cordero and Matt d'Alessio (February 5) https://www.buzzsprout.com/282085/7483864-interview-with-dr-okhee-lee-part-2-science-and-language
	Ask Matt–NGSS Science Education Advice From an Expert: Part 1 Intentions of the NGSS. Hosts: Eugene Cordero and Matt d'Alessio (February 2) https://www.buzzsprout.com/282085/7483804-interview-with-dr-okhee-lee-part-1-intentions-of-the-ngss
2020	RBERNing Questions–Supporting ELLs in Science. Host: Liesl Coope; Co-host: Christopher Leece (April 29) https://drive.google.com/file/d/13a-8WRgqNXHqu41NMg2xHniJsGf2y6Qd/view

May 20, 2025