

# Education Partnership Conference

## Presenter Biographies

**Friday March 11, 2005**

**9:00 - 9:15**

### **Welcome**

Eunice Krinsky (California State University Dominguez Hills)

**Dr. Eunice Krinsky** is a Professor of Mathematics and Director of the Center for Mathematics and Science Education (CMSE) at California State University, Dominguez Hills. She has over forty years of junior high school, community college and university teaching experience and has received a number of teaching awards. She has been awarded in excess of \$8 million in grant funds for the purpose of improving mathematics education K-16 including five projects funded by NSF. The CSUDH Mathematics Project, under her direction, has provided meaningful professional development opportunities for more than 1000 area teachers of mathematics. She was P.I. on three California Academic Partnership Program grants and a \$5 million NSF Collaborative for Teacher Excellence. She is Co-Leader of Goal 3 of the SCALE project, Co-P.I. of QED, and its work in LAUSD.

**9:15 - 10:00**

### **Feature Keynote: Challenging Courses and Curriculum**

Diane Resek (San Francisco State University)

**Diane Resek** is a Professor of Mathematics at San Francisco State University. She received her PhD from University of California Berkeley in the area of algebraic logic. She has been active in curriculum development for students in middle school, secondary school and college. She was a co-author of The Interactive Mathematics Program, which is one of the comprehensive secondary mathematics programs developed through NSF funding. She has developed mathematics courses for teachers at the elementary, middle, and secondary school levels. Currently she is co-director of REAL, one of the NSF MSP targeted programs.

10:15 - 11:45

## Concurrent Breakout Sessions: Challenging Courses and Curriculum

### **Chris Schunn and Matt Mehalik (University of Pittsburgh).**

*Teaching all students core, difficult science concepts through authentic project-based learning: The example of the Alarm Systems Immersion Unit for middle school students.*

**Chris Schunn** is a Research Scientist at the Learning Research and Development Center, is a co-leader of the immersion design team, and is co-lead investigator of the SCALE project. Mr. Schunn is also an Assistant Professor of Psychology, Cognitive Studies in Education, and Intelligent Systems at the University of Pittsburgh. His current research focuses on understanding complex forms of expertise, building models of authentic practice in science and engineering, and applying those models to improve K-20 science education.

**Matthew Mehalik** is a Postdoctoral Research Associate at the Learning Research and Development Center (LRDC) at the University of Pittsburgh. Dr. Mehalik interests involve the intersection of engineering and policy in complex systems, particularly during innovation and design. He obtained a Ph.D. in Systems Engineering, with concentrations in innovation, ethics, and policy, from the University of Virginia (2001). Currently, he is conducting research on using design-based learning to teach science as part of transforming education systems for SCALE.

### **Don Paulson (California State University Los Angeles).**

*Active and Cooperative Learning in the Science Lecture Class.*

**Dr. Donald Paulson** is Professor of Chemistry at California State University, Los Angeles. He was awarded the first CSULA President's Distinguished Professor Award in 1997. In addition to his research in bioinorganic chemistry he has worked with precollege teachers on hands-on learning approaches to science. For the past 12 years he has been incorporating active learning and cooperative learning into his classes and has done research on the effect of these techniques on student performance. Over the past eight years he has given more than three dozen workshops for college faculty in the use of these techniques.

**Rosanne Fulton, Joan Foster, Samantha Messier, and others (Denver Public Schools and Metropolitan State College of Denver).**

*Disciplinary Literacy in Course Redesign Work for Biology, Algebra and Geometry.*

**Rosanne Fulton** serves as the executive director of Curriculum and Instruction for the Denver Public Schools, and is the DPS representative to the SMT. Within DPS, she coordinates the work of twenty-five curriculum staff who support the implementation of content standards in grades ECE-12 in all subject areas including music and art. Ms. Fulton taught middle school and high school mathematics for 10 years and has taught mathematics teacher preparation courses at the University of Colorado at Denver and Boulder, and at the Metropolitan State College of Denver.

**Joan Foster** is currently the Chair and a Professor of Biology, as well as the immediate Past-President of the Faculty Senate at the Metropolitan State College of Denver. I am a higher education representative on the Denver Public Schools' (D.P.S.) Science Team. As a member of this team, I have helped plan and facilitate 2 "Science Institutes" which are professional development opportunities for the Denver Public Schools' secondary education science teachers. The Science Institutes have emphasized incorporating disciplinary literacy in the classroom. I am also participating with the D.P.S. Middle School Science Redesign Team.

**Mike Lauro and Claire Pollard (Providence Public Schools).**

*Physics and Algebra for all 9<sup>th</sup> Graders.*

**Michael P. Lauro** is a Management Consultant serving both private and public sector initiatives for Science, Technology and Education. Mr. Lauro's tenure as consultant spans 25 years and includes high technology business and entrepreneurship, venture capital, industrial academic interfacing, continuous improvement, educational reform, teaching and team building. He holds a Bachelors Degree in Education from the University of RI with a concentration in Chemistry and a Masters Degree in Secondary Education Administration from Rhode Island College.

His clients include many fortune 500 companies including Gillette, General Motors, Toyota, and Herman Miller. He has also served in leadership roles on behalf of public/private research and development initiatives in conjunction with the National Science Foundation, the National Academy of Science, and numerous institutions of Higher Education engineering laboratories. He is a 28 year member of the American Chemical Society.

Mr. Lauro is currently assisting the Providence Public School District as consulting coordinator for Scale Grant Science and Math Initiatives K-12. He also facilitates the District's Professional Development training initiatives for Inquiry Based Science Curriculum, Disciplinary Literacy, Scope and Sequence Frameworks and Grade Span Expectations reflecting the AAAS 2061 Benchmarks for Science.

**Claire Pollard** is a Mathematics Resource Teacher for the Providence School District. She has taught in Providence for 33 years. The first 21 years she taught middle school mathematics, and the last 12 years she has served as a resource teacher, planning, coordinating and delivering professional development opportunities for K-12 teachers and administrators.

She also serves as the acting Director of Mathematics, developing budgets, coordinating consultants for mathematics and grant opportunities. Ms. Pollard has a degree in mathematics from Emmanuel College in Boston, MA, and has completed graduate coursework in mathematics and education at Rhode Island College and the University of Rhode Island.

Ms. Pollard worked with the College Board in implementing the EQUITY 2000 program in Providence, and was instrumental in the implementation of the Saturday Academy program. She has participated in, and supported the curriculum innovations in Providence, which include standards-based textbook adoptions, development of Scope and Sequences and Interim Assessments.

She is a member of NCTM, NCSM, and ATMNE, and has been an Executive Board member, including a term of president, of the Rhode Island Mathematics Teachers Association for the past 30 years.

**1:00 - 1:45**

**Feature Keynote: Teacher Quality, Quantity, and Diversity**  
Lynda Goff (University of California Office of the President)

2:00 - 3:30

**Concurrent Breakout Sessions: Teacher Quality, Quantity, and Diversity**

**Dave Brant, Roslyn Soto, Virginia Mann, and Linda Clinard (University of California Irvine - FOCUS).**

*Ramping up STEM Teacher Education in the UC Environment: The Future Teacher Highway for Single and Multiple Subject Candidates. PreK/K SMARTS: An Early Start on Math and Science Enrichment.*

**Dave Brant** is a founding member (in 1965) of the UCI Chemistry Department, have served as Chemistry Department Chair and Chair of the UCI Academic Senate, and am currently a Co-PI on the UCI NSF Comprehensive MSP project called FOCUS. In June 2002 I was asked to Chair the UCI Department of Education. I have been pleased to continue working in this capacity to make UCI a more welcoming environment for UCI undergraduates interested in teaching as a career. The Future Teacher Highway is a collaboration of FOCUS and the Department of Education working to increase dramatically the numbers of UCI STEM majors entering the teaching profession.

**Virginia Mann** holds an S.B. and a Ph.D. from MIT. Her research on the interplay between written and spoken language development has been funded by NIH and NSF, featured in textbooks on learning disabilities and published in over 70 articles. She is the founder of HABLA, a home-based language enrichment program for disadvantaged Latino preschoolers. She is the UCI director of Jumpstart, a preschool-based language enrichment program, and she is part of the software development team that created Reading Edge, and the award-winning Fast ForWord Reading series produced by Scientific Learning.

**Dr. Linda Clinard** is Director of the California Reading and Literature Project (CRLP) UCI/Orange County Region in the UCI Center for Educational Partnerships. Linda has published books and articles for parents and educators including her most recent book *Family Time Reading Fun* published by Kendall-Hunt, and a 1999 article, "Literacy Strategies Improve Content Area Learning" published in the *Reading Conference Yearbook*, Claremont University. Linda has been a classroom teacher and reading specialist and taught for Michigan State University-Southeast Region and The University of Michigan in Ann Arbor before moving to California in 1988. She taught in the UCI Department of Education from 1988 through 2001 and began directing the CRLP on July 1, 2000 to focus on PreK-12 professional development programs with partnership districts.

**Richard Audet, (Roger Williams University), Linda Jordan (Tennessee State Department of Education), and Tomas Ramirez (Providence Public Schools).**

*Getting It Right: Optimizing Professional Learning Opportunities for Teachers.*

**Richard Audet** is Associate Professor of Science Education at Roger Williams University (Bristol, RI). After teaching high school for more than 20 years, he received an EdD in Curriculum and Instruction from Boston University. Richard coauthored *GIS in Schools, Standards in the Classroom: An Implementation Guide for Teachers of Mathematics and Science*, and the forthcoming publication from Corwin Press, *Integrating Inquiry Across the Curriculum*. He is an experienced professional developer with a special interest in developing tools and approaches that help teachers align their curriculum, instruction, and assessment practices with standards.

**Linda Jordan** is Science Coordinator for the Tennessee State Department of Education, Division of Curriculum and Instruction. She provides technical assistance to local education agencies and coordinated the recent revision of Tennessee's state science framework. She coauthored *Standards in the Classroom: An Implementation Guide for Teachers of Mathematics and Science* and the forthcoming publication from Corwin Press, *Integrating Inquiry Across the Curriculum*. Linda is active on the Council of State Science Supervisors and has extensive national and statewide experience as a professional development specialist. Before assuming her present position, she taught high school biology. She earned her MS and EdS degrees at the University of Tennessee, Knoxville.

**Tomas Ramirez** is Assistant Superintendent for Curriculum, Instruction, and Professional Development for the Providence Public School District, and serves as PPSD's representative to the SMT. Mr. Ramirez has received many awards and distinctions, including the Robert M. Goodrich Distinguished Public Service Award from the Rhode Island Public Expenditure Council. He is currently President of the Board of Progreso Latino, the largest Latino social services agency in the State of Rhode Island.

**Linda McQuillen, Brian Sniff (Madison Metropolitan School District) and Bob Wilson (University of Wisconsin-Madison).**

*Title IIB Math Masters One-Credit Courses.*

**Linda McQuillen** is a Mathematics Resource Teacher, and member of the Algebra Gateway Project at Madison Metropolitan School District. The work that brings me to this conference is part of a Title IIB grant project that brings together the content expertise of the University of Wisconsin mathematics professors and the pedagogical expertise of the MMSD Department of Teaching and Learning. This grant supports a series of mathematics courses for middle school mathematics teachers. My specific role is to team teach the mathematics content courses with University of Wisconsin mathematics professors to ensure that the pedagogy used in the courses is in alignment with that used by teachers in their classrooms, and to help the mathematicians learn that pedagogy.

**Brian Sniff** is an Instructional Resource Teacher for the Madison Metropolitan School District in Madison, WI. I currently coordinate a Title IIB grant that uses a partnership between the University of Wisconsin, Madison Schools, and two other school districts to provide more content knowledge for middle school mathematics teachers. I am also teaching on-line courses that provide middle school mathematics teachers with more pedagogical knowledge based upon the Principles of Learning.

**Bob Wilson** is a Professor of Mathematics at the University of Wisconsin-Madison. Prior experience in industry as well as academia covers many areas. Present research focus: the role of culture in student achievement in SMET. Graduate students finishing last year and this year working on development of function concept and on placement of students into college courses. Also interested in technology in teaching at the college level. Supervise math courses for preservice elementary teachers and work closely with preservice secondary teachers also.

**Kamal Hamdan (California State University Dominguez Hills).**

*Transition to Teaching Funded Program: Lessons Learned Regarding the Recruitment and Retention of Future Math and Science Teachers.*

## Saturday March 12, 2005

9:00 - 9:45

### **Feature Keynote: Partnership Driven**

Adam Gamoran (University of Wisconsin- Madison)

**Adam Gamoran** is Director of the Wisconsin Center for Education Research and Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, where he has served since receiving his PhD from the University of Chicago in 1984. Gamoran is the co-author or co-editor of three books, including *Transforming teaching in math and science: How schools and districts can support change* (Teachers College Press, 2003). He has also written numerous articles and chapters on educational inequality and school reform. A member of the National Academy of Education, Gamoran has served on a variety of national panels including the Board on International Comparative Studies in Education. He was a Fulbright Scholar at the University of Edinburgh, Scotland, and a Visiting Professor at Tel Aviv University, Israel.

10:00 - 11:30

### **Concurrent Breakout Sessions: Partnership Driven**

**Shelley Kriegler, Jody Priselac, Heather Calahan, Bruce Rothschild, Stephanie Molnar and Christopher Yakes (University of California Los Angeles).**

*The UCLA Math-Ed Partnership Story.*

**Shelley Kriegler** has had teaching responsibilities as a member in the UCLA Mathematics Department since 1993, and has been director of the UCLA Math Content Program for Teachers since 1999. She is Co-Director of the LUCIMATH Project (2001-present), where she is responsible for curriculum development, instructor training, and California dissemination activities. As a classroom teacher from 1972-1991, Shelley taught all levels of mathematics, focusing primarily at the secondary level. She is a five-generation native of Los Angeles, and earned all her degrees (BA, MEd, and EdD) at UCLA.

**Dr. Jody Priselac** is currently the Executive Director of UCLA's Center X which is the teacher learning center on the UCLA campus. She also serves as the Director of UCLA Mathematics Project that is a professional development network of teachers of mathematics. She is a faculty member of UCLA's Teacher Education Pre-service Program. She has also been a lecturer in the Mathematics Department at UCLA. She has coordinated many mathematics professional development programs funded through agencies such as FIPSE, NSF and the California Postsecondary Education Commission.

**Heather Calahan** is a Nationally Board Certified high school teacher who earned her BA in Pure Mathematics (1993), Teaching Credential (1994), and M.Ed (1999) from UCLA. She has been a professional development instructor and writer for the UCLA Math Project, Science Project, and Math Content Program for Teachers. She served as the Visiting High School Teacher with the UCLA Mathematics Department in 2001, and has been a pre-service teacher educator with the UCLA Math/Ed Intern Program since 2002.

**Bruce Rothschild** is a Professor in the UCLA Mathematics Department. He is a Los Angeles native, attended public school there, and took some undergraduate classes at UCLA as a freshman. He received his PhD from Yale in combinatorial mathematics, eventually returning to UCLA as a faculty member. He has periodically taught courses aimed at prospective teachers. He presently has two teenage children in school.

**Stephanie Molnar** is a 6th year graduate student in mathematics at UCLA, graduating in June 2005. Her research is in harmonic analysis. Stephanie is active in teacher preparation and has worked with the Central California Math Project and the UCLA-MCPT. She is an NSF GK-12 fellow for the 2004-2005 school year and has been working at the new Orthopaedic Hospital Medical Magnet High School in Los Angeles. Next fall she starts a tenure-track position at the University of Portland and plans to continue her work in mathematics and math education.

**Christopher Yakes** is a 6th year graduate student in mathematics at UCLA, finishing in August 2005. He studies algebras of analytic functions under the advising of Theodore Gamelin. Chris has been active in teacher education and professional development for the past four years, working with the Central California Math Project and the UCLA-MCPT. He has been an NSF GK-12 fellow for the past two years and has worked with teachers at both Locke High School in South Los Angeles and Leuzinger High located in the South Bay. Chris is currently interviewing for Mathematics and Mathematics Education positions at several universities that would begin in Fall 2005.

**Todd Ullah, Rachael Nunez Espinoza (Los Angeles Unified School District), Dave Mayo (California State University Los Angeles), Lynn Whitley, and Linda Duguay (University of Southern California).**

*LAUSD and University Partnerships in Science Education.*

**Lynn Whitley** is the Education Program Coordinator at the University of Southern California Sea Grant Program where she works closely with K-12 teachers and students in bringing marine science education to the classroom. She has been one of the key developers of Sea Grant's Island Explorers Program, a marine science curriculum for upper elementary and middle school students which includes field trips to the USC Wrigley Marine Science Center on Catalina Island. She co-created the Sea Grant parent-child education program centered on marine science and environmental stewardship, and co-developed "young women-in-science" and more recently---the new young men-in-science---programs held at the Wrigley Marine Science Center. She is also program manager for COSEE-West, an NSF funded Center for Ocean Science Education Excellence. She has a B.A. from Florida State University, an M.A. in Geography and Environmental Studies from USC, and a California teaching credential with a CLAD certification (for multicultural teaching).

**Joe Braun (California State University Dominguez Hills).**

*Complex University/Public School Partnerships for Teacher Preparation Reform.*

**Dr. Joseph Braun** has over 30 years of experience as a professor and administrator of teacher preparation programs. He has been involved in the design and implementation of alternative credential programs for urban teachers in Chicago and Los Angeles since 1972. He currently serves as associate dean of the School of Education and project director for the "Immigrant Professionals to Teaching Careers" project supported by the Fund for the Improvement of Post Secondary Education and was the project director for the recently concluded Transition to Teaching project that was a partnership between California State University, Dominguez Hills, the Los Angeles Unified School District and the Urban Education Partnership. In addition to other grants from the U.S. Department of Education and the National Institute of Mental Health, Dr. Braun has managed grants from several private agencies including the California Community Foundation, the Annenberg Foundation, Washington Mutual and Boeing. Dr. Braun is the Principal Investigator for the Quality Educator Development (QED) grant at California State University, Dominguez Hills.

12:45 - 2:00

***Concurrent Breakout Sessions: Institutionalization and Sustainability***

**Chuck Hohm and Joe Braun (California State University Dominguez Hills)**

**Merle Price (SCALE/IFL)**

**Merle Price**, recently retired Deputy Superintendent for the Los Angeles Unified School District, was responsible for K-12 instructional programs from July, 2001 through July, 2004. He was appointed to this position by Superintendent Romer in recognition of his instructional leadership as Local District D Superintendent. Mr. Price is a former secondary science teacher who taught biology, chemistry and physics. He was an innovator in reforming science and mathematics education as principal of Palisades Charter High School where student achievement improved dramatically under his leadership. Currently Mr. Price is consulting as a SCALE National Fellow and Institute for Learning National Fellow. He is also a part time faculty member in the Department of Educational Leadership and Policy Studies at California State University Northridge and teaches leadership classes for new administrators.

**Susan Tucker (Evaluation & Development Associates)**

2:30 - 3:00

**Reflections and Closing Remarks**

Jim Hamos (National Science Foundation)

**James E. Hamos**, Ph.D., currently a Program Director at the National Science Foundation, was trained as a neuroscientist devoted to questions of synaptic circuitry in the nervous system. After completing his doctorate at the Ohio State University, Hamos completed postdoctoral experiences at the University of Pennsylvania and the State University of New York at Stony Brook. He was recruited to the University of Massachusetts Medical School in 1986 in order to utilize techniques of cell biology in the study of Alzheimer's disease. During the late 1980s and 1990s, Hamos' laboratory pursued a hypothesis that, beyond the well-known Alzheimer's pathology of senile plaques and neurofibrillary tangles, there are a variety of brain pathologies that underlie dementia in Alzheimer's patients. To further this theory, the laboratory documented changes in brain synaptic wiring as well as in cellular stress responses.

Ultimately, Hamos' Alzheimer's disease work, especially his role as Director of the University of Massachusetts Medical School's Brain Donation Program, thrust him into the public eye as a speaker to lay groups about diseases and the brain. This, then, brought him into discussions of science literacy and illiteracy, and, finally, to local, state

and national issues in mathematics and science education. In 1993, the Chancellor of the Medical School asked Hamos to leave his research career and create an Office of Science Education, an outreach endeavor that now involves thousands of students and teachers yearly. A key success of the Medical School's efforts with K-12 students has been its partnership with the Worcester Public Schools and other institutions to form the Worcester Pipeline Collaborative focused on North High School, Worcester East Middle School and ten feeder elementary schools. Through this Collaborative, partners work to encourage, educate and challenge minority and/or economically disadvantaged for success in healthcare and science professions. From his Medical School positions, Hamos became intimately involved with Education Reform initiatives in the Commonwealth of Massachusetts throughout the 1990s and had numerous roles including those with the Science & Technology Curriculum Framework Development Committee, the Science & Technology Assessment Committee, and the Mathematics and Science Advisory Council. For two years, Hamos also held a joint appointment in the University of Massachusetts President's Office where he worked to construct K-16 linkages in the Commonwealth.

Most recently, in 2002, Hamos accepted a role as a Program Director at the National Science Foundation where he now helps manage a broad national portfolio of projects in the Foundation's Math and Science Partnership (MSP) program. This research and development effort – seeking to identify what works in mathematics and science education, for whom, and in what contexts – is a major initiative to unite K-12 school districts and institutions of higher education to improve mathematics and science achievement of all students.