U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200040

Gramts.gov Tracking#: GRANT13155026

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1234-Rethinking K 12 Education Grant Application June 29 EH Final.docx, 1245-James_Hatten_CV_6.2020.docx, 1246-JOHNSTON_CV_2020.docx, 1235-GEPA Narrative.docx, 1247-Rachel Hatten_CV_June 2020.docx, 1241-Martin Kelly Resume 2020.docx, 1237-Project Abstract.docx, 1236-Budget

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 06/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Florida Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): [redacted]

* c. Organizational DUNS: [redacted]

d. Address:

* Street1: 325 W Gaines St
Street2: Suite 1502
* City: Tallahassee
County/Parish: Leon
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 32399-6401

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mrs.
* First Name: Meghan
Middle Name: Speakes
* Last Name: Collins
Suffix:

Title: Director of Strategic Initiatives

Organizational Affiliation:
FDOE

* Telephone Number: [redacted]
Fax Number:

* Email: [redacted]

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Launching a Florida Education Innovation Incubator with Field-Initiated Models Through a Research Practice Partnership

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT13155026 Funding Opportunity Number:ED-GRANTS-050120-001 Received Date:Jun 29, 2020 08:13:00 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant FL-all

* b. Program/Project FL-all

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2020

* b. End Date: 06/30/2023

18. Estimated Funding ($):

* a. Federal [redacted]

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr.

* First Name: Richard

Middle Name:

* Last Name: Corcoran

Suffix:

* Title: Commissioner, FL Department of Education

* Telephone Number: [redacted]

Fax Number:

* Email: [redacted]

* Signature of Authorized Representative: [redacted]

* Date Signed: 06/29/2020

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Florida Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
[redacted]						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	12,577,684.00	1,915,909.00	651,789.00			15,145,382.00
7. Construction						
8. Other						
[redacted]						
11. Training Stipends						
[redacted]						

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ____ To: ____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): ____

The Indirect Cost Rate is ____ %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Florida Department of Education		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT13155026 Funding Opportunity Number:ED-GRANTS-050120-001 Received Date:Jun 29, 2020 08:13:00 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action:

- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:

- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:

- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Florida Department of Education

** Street 1* 325 W Gaines St. *Street 2*

** City* Tallahassee *State* FL: Florida *Zip* 32399

Congressional District, if known: FL-all

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description:

Education Stabilization Fund

CFDA Number, *if applicable:* 84.425

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** [redacted]

***Name:** *Prefix* Mr. ** First Name* Richard *Middle Name*

** Last Name* Corcoran *Suffix*

Title: Commissioner, FL Department of Education **Telephone No.:** [redacted] **Date:** 06/29/2020

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT13155026 Funding Opportunity Number:ED-GRANTS-050120-001 Received Date:Jun 29, 2020 08:13:00 PM EDT

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-GEPA Narrative.docx | Add Attachment | Delete Attachment | View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Personnel

As required in Rule 60L-40.002, F.A.C., and FDOE's Code of Personal Responsibility, Code 8.0 (Equal Employment Opportunity and Affirmative Action), it is the policy of FDOE to provide equal employment opportunity through programs of affirmative and positive action. FDOE employees are provided equal opportunity in all employment practices, including recruitment, examination, appointment, training, job assignment, leave, promotion, demotion, transfer, compensation, discipline, separation, or any other term or condition of employment.
FDOE has an Affirmative Action Plan that is reviewed and revised periodically. FDOE also has a designated EEO/AA Coordinator who completes a workforce report on an annual basis. FDOE establishes annual goals for ensuring full use of groups that may be underused in its workforce, as compared to the relevant labor market.

Website

Section 508 requires federal electronic and information technology to be accessible to people with disabilities, including employees and the public. In December 2000, the Federal Access Board issued final standards for electronic and information technology under Section 508 of the Rehabilitation Act, which were adopted and published in the Federal Register in April 2001 with enforcement to begin June 21, 2001. While these standards currently apply to the federal government, it is the direct responsibility of Florida state government agencies and their web designers and developers to become familiar with these accessibility guidelines and to apply these principles in designing and creating any official State of Florida website.

All Florida state government websites must comply with Section 508 to ensure the widest possible audience easy access to government information. These standards are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium (W3C).

Facilities

All facilities used by FDOE are required to be compliant with applicable provisions of the Americans with Disabilities Act.

Training and Public Involvement Activities

All such activities sponsored by FDOE are designed to address the needs of participants relative to equity and access, including, but not limited to, facilities accessibility; provision of materials, as appropriate, in various languages or formats; provision of interpreters, as necessary; and any other needed accommodations, as requested.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Florida Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Richard Middle Name:

* Last Name: Corcoran Suffix:

* Title: Commissioner, FL Department of Education

* SIGNATURE: [redacted] * DATE: 06/29/2020

Tracking Number:GRANT13155026 Funding Opportunity Number:ED-GRANTS-050120-001 Received Date:Jun 29, 2020 08:13:00 PM EDT

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	MEGHAN	SPEAKES	COLLINS	

Address:

Street1: 325 W Gaines
Street2: Suite 1502
City: Tallahassee
County:
State: FL: Florida
Zip Code: 32399-6410
Country: USA: UNITED STATES

Phone Number (give area code) [redacted]

Fax Number (give area code)

Email Address: [redacted]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment Delete Attachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1237-Project Abstract.docx | Add Attachment | Delete Attachment | View Attachment

Project Abstract

The overarching goal of Florida's *Launching a Florida Education Innovation Incubator with Field-Initiated Models Through a Research Practice Partnership* project is to rethink some of our K-12 education models in Florida, with an innovative focus on researching, designing and replicating those options that are deemed to be effective in closing achievement gaps through practices that ensure high-quality teaching and learning. The Florida Department of Education will have two key partners in this work, the University of South Florida and the Florida Virtual School, both of which have strong records of success.

In considering the achievements that Florida has made over the past two decades in education and the strategic investments in building out virtual learning options for students, Florida's proposal addresses **Absolute Priority 3.**

There are **three main activities** as part of Florida's ESF-REM grant proposal: 1) Identify, study and scale new innovative disruptive technologies in education to ensure more equitable implementation of state-of-the-art approaches; 2) Develop a non-college credit credential online professional development program to help Florida educators enhance their skills; and 3) Create a personalized learning engine within the Florida Virtual School to individualize content for each student's learning needs.

As Florida looks at models to include in the incubator, it will place an emphasis on schools that:

- Serve high percentages of low-income families;
- Represent both rural and urban communities;
- Are operated directly by a local school district; or
- Are operated by a charter school operator; or

- Are operated by a private school, where 50% or more of their students are state scholarship recipients.

Florida has been a global leader in deploying virtual learning options to students for over two decades, with a focus on supporting educators in utilizing on-line learning platforms to deliver valuable instruction. While Florida's focus on the continuity of instruction has been central in its mission to mitigate learning loss, there is concern that distance learning options currently in use do not replicate the value and impact of an in-person learning experience with a great teacher. It is this premise that has informed Florida's plan and strategy for submitting this application for funding to the United States Department of Education

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1234-Rethinking K 12 Education Grant Application June

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

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Launching a Florida Education Innovation Incubator with Field-Initiated Models Through a Research Practice Partnership

Florida is the third largest state in the nation, with 21.4 million residents and one of the fastest growing populations. There are more than 2.8 million students enrolled in Florida's public education system, which is comprised of 3,332 traditional public schools and 674 charter schools. Florida is a leader in public school choice and, through its expansive array of scholarship programs, another 131,000 children of families that have limited financial resources attend one of Florida's 2,190 participating private schools. Our efforts have focused on providing families and students with a broad menu of options that are designed to meet their unique goals and needs, and with this in mind, we want to examine options that continue our commitment to these values as we confront the impact of COVID-19 on Florida's families.

In considering the direction of this proposed project, it is important to recognize that Florida has been a global leader in deploying virtual learning options to students for over two decades, with a focus on supporting educators in utilizing on-line learning platforms to deliver valuable instruction. In the wake of COVID-19, Florida reinforced this legacy by swiftly pivoting our education system from brick-and-mortar classroom learning environments to providing instruction through virtual and distance options to serve all students. While our focus on the continuity of instruction has been central in our mission to mitigate learning loss, we are concerned that distance learning options currently in use do not replicate the value and impact of an in-person learning experience with a great teacher. It is this premise that has informed our plan and strategy for submitting this application for funding to the United States Department of Education to rethink some of our K-12 education models in Florida, with an innovative focus on researching, designing and replicating those options that are deemed to be effective in closing

achievement gaps through practices that ensure high-quality teaching and learning. By applying for funds available through this grant, based on Absolute Priority 3 (Field-Initiated Projects), Florida intends to launch an innovation incubator at the University of South Florida (USF), where local educational innovations can be studied, enhanced and scaled with a single vision focused on eradicating achievement gaps for all student sub-groups

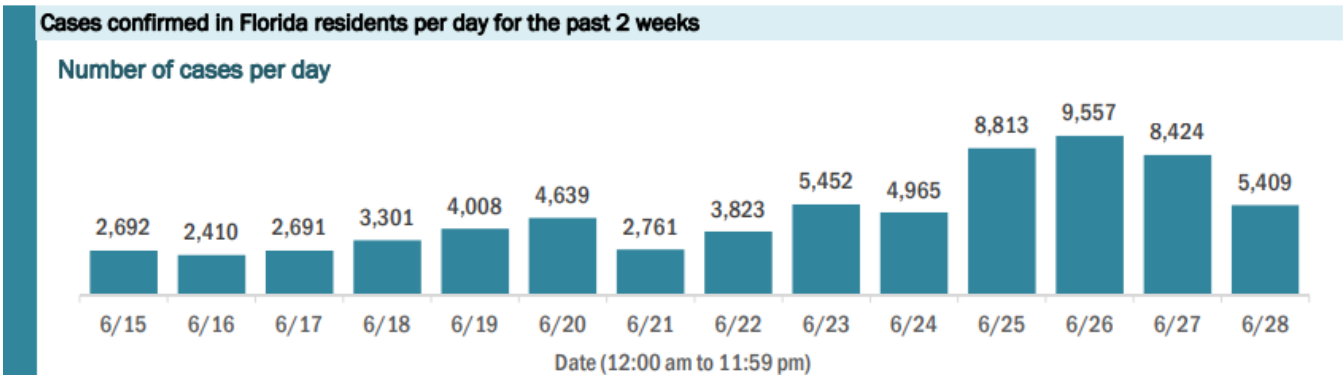
A. <u>Highest Coronavirus Burden</u>

1. <u>State Burden (Based on Burden Table)</u>

According to the United States Department of Education Coronavirus burden table, as released with the grant application guidelines, at that time Florida ranked in the 21st to 40th percentile, with 12.5 percent of the population lacking broadband access, 18.45 percent of students ages 5-17 in poverty; 1.24 percent of confirmed COVID-19 cases per capita; and 5.41 percent of students in rural local educational agencies.

2. <u>Significance of Impact of COVID-19 on Students, Parents, and Schools (Application Requirement 3 & 4).</u>

As of June 29, 2020, Florida has more than 143,000 positive cases, over 14,300 hospitalizations and nearly 3,500 deaths related to COVID.



While numbers of positive cases have been climbing rapidly over the past few weeks, Florida has remained focused on strategies that have included expanded testing, managing processes for contact tracing, and implementing additional safety measures aimed at mitigating risks that could lead to further rapid spread of the virus.

Students and Schools

Florida's more than 6,000 schools closed their physical campuses beginning in mid-March, and schools shifted to distance learning models to continue instruction. While this was a challenging and historic decision, our educators, school support professionals and school leaders stepped up to ensure that students continued to have their learning needs met, as well as the non-academic barriers that could impact them, such as food, clothing and access to student wellness supports. In fact, Florida's transition to distant learning and the deployment of a virtual safety net through our Florida Virtual School (FLVS) has been hailed nationally. The state has been recognized by Vice President Mike Pence and U.S. Secretary of Education Betsy DeVos as a model for its successful and urgently executed pivot to distance learning.

In addition to our educators and school leaders, to support our students, staff and families during this transition from campus-based learning environments to those that were being deployed through distance learning options, Florida's education partners stepped up to ensure continuity of learning, as demonstrated by the following examples:

- FLVS partnered with FDOE to offer all school districts student support and teacher professional development tailored to the online learning environment. It also upgraded server resources and deployed enhanced features to increase capacity from 220,000 to 450,000 students, with additional steps taken that could lead to serving all students in the state if needed.

- FLVS also offered virtual teacher training to accommodate Florida school districts interested in training their teachers (up to 10,000 educators per week) in the FLVS online platform, and FLVS offered school districts access to 100 digital courses at no cost from March 25 – June 30, 2020.
- Between FLVS and other district-determined platforms, most students received their distance learning through virtual means. FDOE staff coordinated with local internet providers throughout the state to expeditiously increase residents' Internet access.
- To ensure Florida teachers, learners and leaders have the tools needed to continue education while navigating COVID-19, FDOE's direct support organization, the Florida Education Foundation, awarded grants valued at over $300,000 in Distance Learning Innovation Mini-Grants to 44 public schools, school districts and non-profit organizations.
- FDOE also identified funding within the agency's budget to provide nearly 33,000 devices to students who did not have a device in our rural and high-poverty schools.

As we have launched supports in multiple ways during this public health crisis, another strong partner with the FDOE, The Florida Council of 100, released a report on The Impacts Of Prek-12 School Campus Closures. This report delves into the impacts that prolonged school closures can create. Some of the most concerning themes in this report specific to Florida's students and education system were:

- "Four weeks of school closure may have a 'significant impact on academic outcomes' and that 'losing one month of learning may prevent students from meeting grade level knowledge and skill expectations.'"
- "According to Miami-Dade School District Superintendent Alberto Carvalho, it is

possible that the most at-risk students (e.g., living in poverty, having disabilities, learning English) could see 'historic academic regression.'"

- "Nearly two-thirds of employed parents of minor children in Florida say that school closures and/or lack of childcare have either somewhat (41%) or greatly (23%) hurt their ability to fully perform their job responsibilities during the pandemic."

In considering these themes and others that have emerged during this public health emergency, Florida's Commissioner of Education, Richard Corcoran, has directed the team at the Florida Department of Education (FDOE) to focus all efforts and strategies based on a theory of action, which includes:

1. Presuming the reopening of school campuses, safely.
2. Open our schools with a moral purpose – a focus on closing achievement gaps.
3. Florida can only hit its economic stride if schools are open.
4. To ensure safety, take a "dimmer switch" (step-by-step) approach rather than flip the light switch approach to reopening schools.

Based on this theory of action, Florida will continue to monitor conditions which could impact the safety and health of our students and school community, which in some circumstances may require a high degree of agility for our system in pivoting between direct, in-person classroom instruction and locally adopted models for distance learning.

Parents

Florida is a top international tourist destination. Due to sweeping travel restrictions across the globe and domestic COVID-related concerns, Florida's renowned attractions, including theme parks and hundreds of miles of beaches, closed, and retailers and restaurants were forced to limit their services. Other entities, such as gyms, movie theaters, and bars were deemed unsafe to

operate and were closed entirely until Florida entered phase 2.

The sheer size of Florida combined with the unmatched tourism aspect has had major impacts on residents, many of whom are parents. Without the usual visitors, businesses of all types and sizes have been forced to downsize or shut down and unemployment has risen as a result. Many parents lost their jobs and those who remained employed faced economic hardships due to lack of childcare when schools and daycares closed. In February, Florida's unemployment rate was 2.8 percent; most recent unemployment data shows that the unemployment rate has now risen to 14.5 percent. As of June 27, the Department of Economic Opportunity, the state's agency responsible for managing unemployment compensation, has paid more than 1.5 million Floridians a total of nearly $8 billion in unemployment benefits.

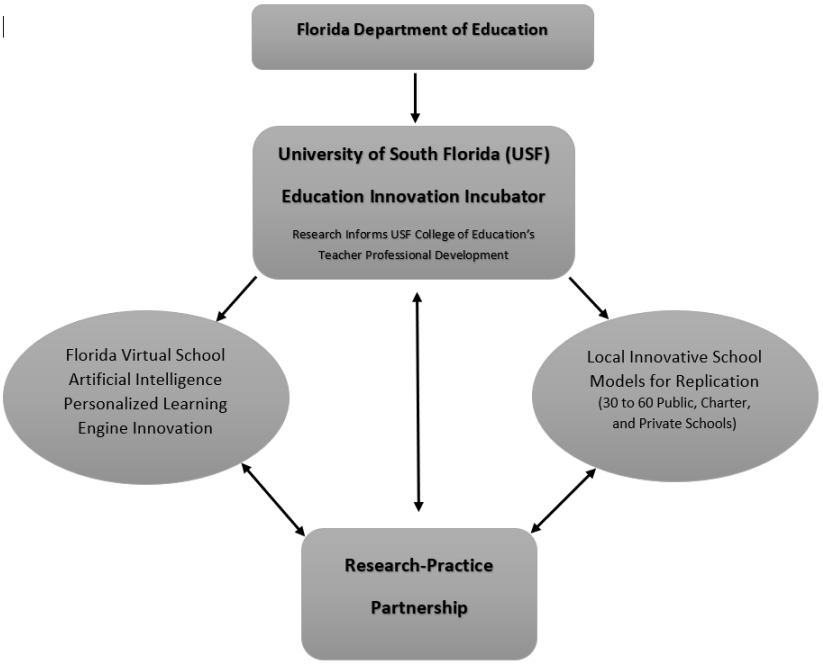
B. <u>Quality of Project Services and Project Plan</u>

In considering the achievements that Florida has made over the past two decades in education and the strategic investments in building out virtual learning options for students, this proposal seeks to identify, study and scale new innovative disruptive technologies in education aimed at finally eliminating the achievement gaps that have for too long plagued our systems. At the local level, we often hear about schools that have ventured away from the safety of the status quo and designed new learning models that suggest signs of promise. However, the beneficiaries of these progressive methods are often limited to a small percentage of students in our education system, rarely those students living in low-income homes. Many of these locally developed innovative school models do great things for their students; unfortunately, without a strategy to study and replicate what works well or how to improve these models for the larger population of students to participate, the great majority will continue to be served in models based on an industrial-age way for learning. This scenario is exactly what Florida is intending to disrupt and wants to

engage a collaborative partnership model unlike any other in the nation. A partnership that brings together, under the leadership of the FDOE and USF, a group of field-initiated innovative schools representing public schools, charter schools, private schools that serve students on state-supported scholarships, and our FLVS, all working together as part of an incubator that seeks to study, design, improve and replicate models that accelerate learning and target the closing of achievement gaps.

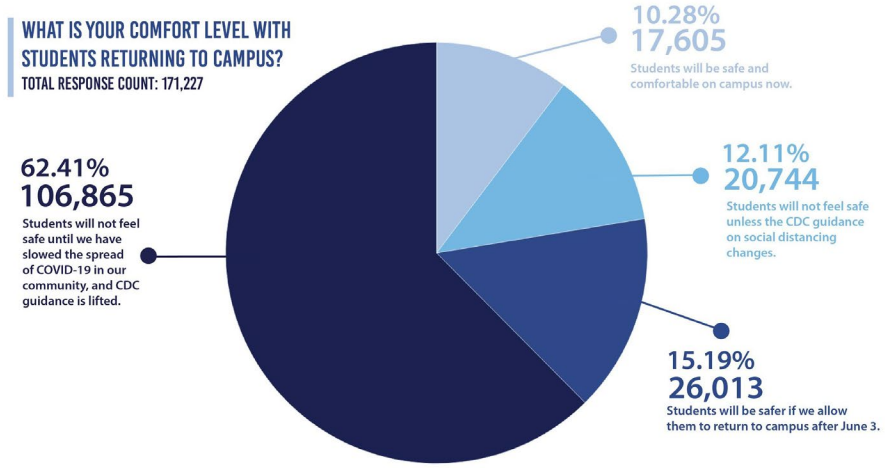
The partnership proposed in this application will be based on a research-practice partnership model, where participating schools that are deploying field-initiated innovations are studied by a team of USF researchers, not with the intent of conducting clinical research, but rather examining trends, student progress, teacher practices, school leadership and other facets of the participating schools with the goal of supporting improved outcomes and potential replication considerations for strong implementation at other schools. Based on the National Network of Education Research-Practice Partnerships, "Research-practice partnerships (RPPs) at their very core are intentional**,** formalized joint efforts between agencies that primarily administer education (such as state education agencies, local education agencies, or schools) and those that primarily research education (such as public and private universities, research institutions, or community groups that conduct research) to impact decision making in education through the use of research evidence. While some research-practice collaborations may be formed around particular projects, we reserve the term 'partnership' for those efforts that are ongoing and meant to be long-term. A distinguishing feature of partnership work is the purposeful integration of expertise from two often disconnected industries: practice and research in education. Some in the literature have further characterized this relationship as 'mutually beneficial,' highlighting the complementary nature this type of work affords the two parties involved". Ultimately, through

this research-practice partnership, FDOE seeks to understand strategies that are determined to be most effective by researching the innovative models engaged in this incubator, while engaging with USF's College of Education to further enhance teacher professional development programs offered by the university. This complementary relationship between researchers, practitioners and implementers creates a framework that benefits everyone involved, including the students served in this innovative school model. The following graphic is intended to depict this relationship and engagement.



Approach to Absolute Priority 3

I. **Building the Education Innovation Incubator to Evaluate and Replicate New School Models:** FDOE conducted a survey of Floridians regarding their comfort level for students returning to school. These results, depicted in the graph below, provide strong evidence to support Florida's plan to ensure there is solid infrastructure to provide high-quality virtual and blended education services.



Recognizing this feedback on the survey from our families, we want to take aggressive, yet calculated steps for considering new models that provide diverse options for our parents, students and local communities, while keeping a focus on student achievement and post-secondary opportunities that support individual upward mobility.

As we have approached the design of this incubator for innovation, we were fortunate to have some strong context of local and state-level strategies and models for possible consideration, while continuing to look for options across the state. As we look at models to include in the incubator, we will want schools that:

- Serve high percentages of low-income families;
- Represent both rural and urban communities;
- Are operated directly by a local school district; or
- Are operated by a charter school operator; or
- Are operated by a private school, where 50% or more of their students are state scholarship recipients.

We have included FLVS as a major partner in this incubator due to the fact that they are looking at developing an artificial intelligence integration, which eventually will fully upgrade their current platform and have the potential of serving not only their current enrollment, but possibly over 2 million students in the state if needed.

Field-Initiated Concepts for Incubator:

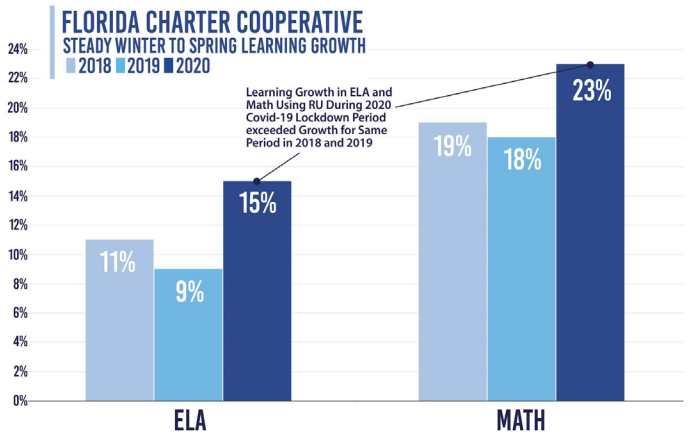
One example of a local field-initiated school model that has been observed as a potential part of the incubator initiative is a cooperative of charter schools, serving more than 60,000 students across Florida, whose population is representative of the diverse population in the state. This cooperative has deployed a Remote Live Instruction (RLI) digital platform to provide all students 4 to 6 hours of live daily instruction. The schools will use the platform to provide blended learning content instruction, special education services and other student support services.

As part of the incubator model, grant funds would be used to equip replicated model classrooms with the technology to allow schools flexibility to simultaneously teach students at home and in the physical classroom. This allows teachers and students in the brick-and-mortar setting to be engaged in two-way teaching, learning and participation with students who may be required to attend from home, thus creating a blended environment that supports parents in choosing an option that meets their needs and goals for their child. Equipment needed to deploy this option in model innovative schools for replication include:

- Large "Digital Smart-Board" in each classroom that will serve as large interactive display screens and allow the teacher to access digital files, internet resources, and multi-media resources.

- Auto-tracking camera that follows the teacher in the classroom, effectively bringing distance-learning students into the classroom with their peers.
- High-quality microphone to provide students clear classroom audio so all students are able to engage in real time class discussion and to ask questions.
- Large flatscreen monitor mounted at the rear of the classroom that allows the teacher to see and interact with the students attending class via RLI, and flatscreen TV at the front of the classroom that allows students in the classroom to see and interact with the students attending via RLI.
- RLI Support Software that creates a secure authenticated classroom environment, allowing students to communicate with their teachers and each other and providing students access to an array of digital tools.

One charter school network that has expressed early interest in partnering in this project measured key indicators of success, including the development of a system for assessing and monitoring student performance (which would be a requirement for any school participating in this incubator) before and during campus closures to measure learning growth with RLI. Their initial progress monitoring data student outcomes are illustrated below.



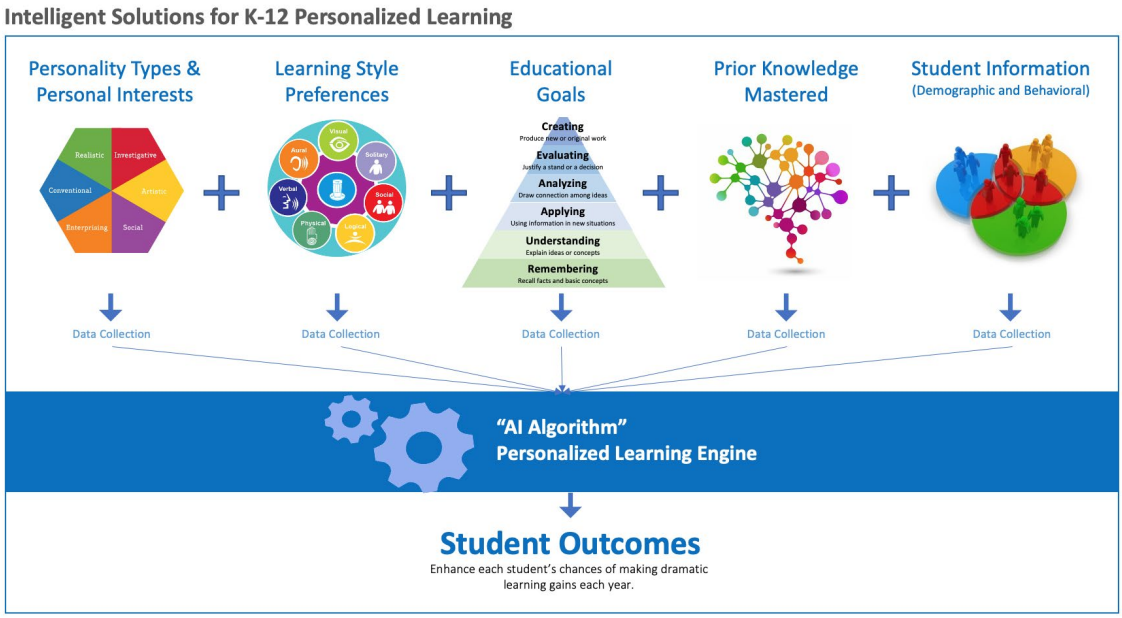
The success that these schools accomplished through RLI is particularly impressive considering the average graduation rates for these schools were 95%, exceeding the national average; and the schools were recognized by Stanford CREDO's report on charter management organizations as high performers, particularly with low-income students and recognized in the first ever Education Equality Index for raising student achievement when correlated to income.

The Cooperative is developing a Schoolhouse Model that couples the RLI Platform with technology to bridge the gap between the Schoolhouse and Remote Learning by enabling students to participate from home or from the classroom at the same time. The Cooperative will pilot and validate the RLI model together with a group of traditional LEA and private school operators. Whether at home or in the classroom, students will follow the same daily schedule, and the pilot will replicate the protocols implemented by the Cooperative while campuses were closed. All students in school, in person or remotely, will attend all of their classes, core and elective; participate and receive morning announcements, including the Pledge of Allegiance; participate in daily teacher lectures, engage in learning activities and explicit instruction by the teacher; take assessments; and safely engage in small group activities.

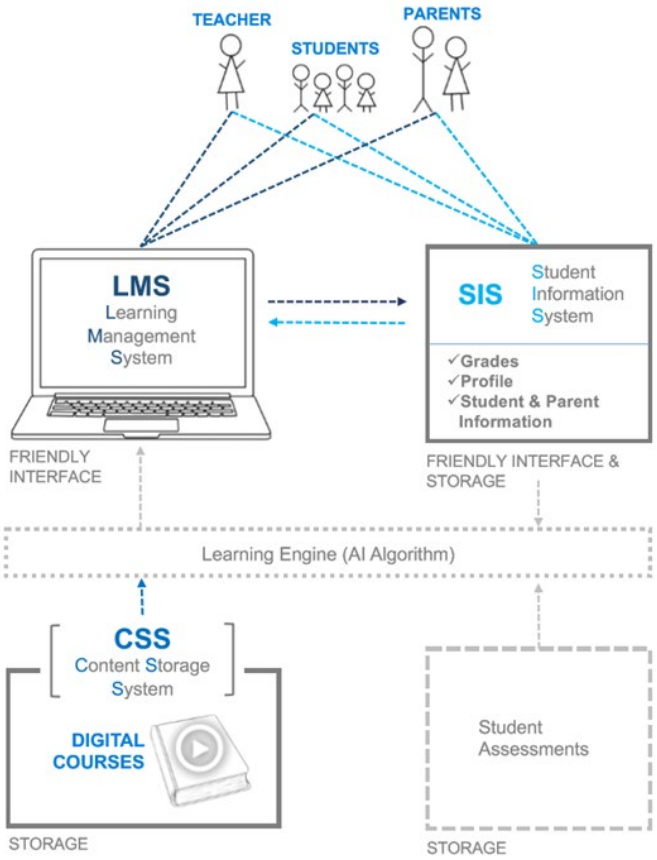
RLI models, like these, will allow the State to provide continuity of education to its students in times of emergencies, like hurricanes, floods or other natural disasters that may cause physical school closures. This innovative option can also help special education teachers, school counselors, social workers, clinical service providers and other specialized services to be delivered to students when necessary to ensure continuity of interventions and supports.

Developing the Next Generation of Learning at Florida Virtual School (FLVS) as a Participant in the Education Innovation Incubator

FLVS is currently available free of charge to all Florida families, and the personalized learning solution is a direct remedy to issues of inequity in that it reduces the likelihood that educators will inadvertently neglect the educational needs of underrepresented populations. Equity in education is more complex than equal access to courseware or meeting a student where they are in relation to their zip code. It is creating and focusing on the ability to meet that student where they are academically, socially, emotionally, and socioeconomically. Through artificial intelligence technology and the development of a Personalized Learning Engine (PLE), equitable access is emphasized as FLVS can personalize content for each student's learning needs, learning style preferences, personal experience, and personal interests. This will help to address knowledge gaps and provide the optimal level of challenge to keep students engaged and moving efficiently toward both learning gains and competency. The PLE strategy that is being envisioned and designed by FLVS is reflected in the following info-graphic:



A PLE will require FLVS to automate current best practices around personalized learning and the foundational principle of meeting each student where they are, as they begin their learning journey in any given course. Fortunately, FLVS already has key systems in place such as a robust, Florida standards-based digital curriculum, a course builder tool, a learning management system, and a virtual student administrator that can be augmented to assist in the needed functionality to realize a PLE. These systems will be moved to the cloud to further enhance their capabilities in supporting this engine. The project will require three one-year phases with several key milestones that need to be met to create a PLE.

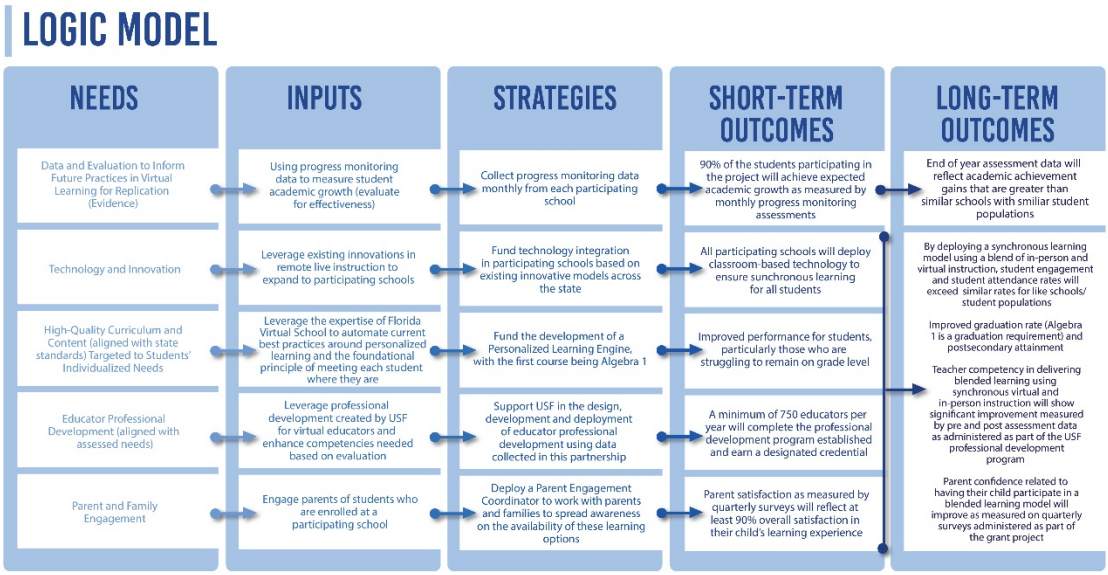


II. Build educator capacity and teacher leadership in innovative learning options.

FDOE will contract with USF to develop a non-college credit credential online professional development program that addresses key issues in distance and blended online learning ecosystems. In preparation for the continued growth of transformed teaching and learning in the post-pandemic era, the program will also address Florida's evolving and robust online and digital learning models. The program will consist of three phases: initial training in the basics of online teaching and learning; advanced-level training focused on building relationships and fostering collaboration; and an advanced course for either teachers or administrators. Upon completion of all three modules, participants will be eligible to receive a Certificate of Achievement to certify that they have mastered the competencies included in the courses. This will allow teachers to document their qualifications for online teaching, as well as enhance teacher competencies in delivering blended learning options in their classrooms, while also providing essential information for school administrators in making hiring and faculty assignment decisions.

USF is an ideal partner in this effort. In addition to enduring partnerships focused on teacher and administrator preparation, USF hosts the Advanced Placement Summer Institute, which this year will bring together 49 instructors and more than 900 participants virtually; The Tampa Bay Wipro Science Education Fellowship Program, which is targeted at helping science educators hone their skills; The Tampa Bay Area Writing Project (TBAWP), which has aided teachers for more than 20 years; and the Gulf Coast Partnership Resident Program, which offers assistant principals to participate in leadership development training leading to Florida Level II Principal Certification.

Needs to be Addressed by Project



- The first two needs identified in the logic model, **Data and Evaluation to Inform Future Practices in Virtual Learning for Replication** and **Technology and Innovation**, are intertwined and directly related to the fact that there are untapped technological advancements that would enable educators to meet the needs of Florida's students and improve outcomes. COVID necessitated the closure of school campuses, and because families have expressed unprecedented interest in virtual and blended learning models, time is of the essence to optimize the availability of agile teaching and learning options.
- **High-Quality Curriculum and Content (aligned with state standards):** In January 2020, after a comprehensive review, Florida released its new K-12 academic standards for English Language Arts and Mathematics, which no longer represent Common Core. It is essential that any virtual learning platform be aligned with these standards, and FLVS digital courseware is specifically created and updated to align with Florida's current state

standards. By having standards-aligned curriculum, that is available in both virtual and blended options, teachers can ensure that they have the agility needed in using content for their students in multiple learning models.

- **Educator Professional Development:** As Florida moves toward increased virtual learning, there must be a process in place to ensure teachers are well versed in the technology and the ways in which it should be used to provide the best student results. With a history of successful professional development efforts, USF is an ideal partner in this work.
- **Parent and Family Engagement:** Florida is a leader in school choice, and parents have a wide array of options from which to choose. It will be critical to clearly articulate the availability and details of these opportunities to ensure they feel empowered to make an informed decision about their children's education.

Building the Education Incubator and Related Strategies Based on Knowledge and Research

While research and evidence show great promise on the impact of virtual learning in supporting the academic achievement of students, there is a wide range of implications regarding the quality and access to these programs. In building this grant proposal, it was important that we look at barriers to student success, while also considering how to empower parent choice options related to virtual and blended learning models. While Florida has a long history of providing virtual school options, it is a resource that has not necessarily been broadly accessible to all students due to device and internet availability gaps, particularly for our students living in low-income homes and communities. As identified earlier, 12.5% of Florida's students lack broadband access, with nearly 1 out of every 5 students living in poverty. Considering this data, it is important that our field-initiated innovations consider the balance between in-home access and support for learning,

as well as models that allow students to attend our school facilities to access high-quality teaching and learning. Our state has taken, and will continue to take steps to leverage state and federal resources to help build out a virtual safety net for our students, by securing and deploying devices and working with internet providers to broaden access. However, Florida's strategy will remain focused on getting students in front of and connected with teachers directly to support explicit instruction aimed at closing achievement gaps.

C. Quality of Management Plan and Adequacy of Resources

Adequacy of the Management Plan: The proposed project is a large-scale, multi-faceted strategy that blends a broad set of strategies aimed at ensuring high-quality virtual and blended learning options, all established using research and outcome data to drive improved implementation and replication. Considering the scope and project-specific tasks, the following represents the proposed activities timeline for the two large identified partners in the grant proposal.

USF *Timeline - Launching the Education Innovation Incubator and RPP*

- Phase 1, Summer/Fall 2020: Identify and Hire the Project Team and Research-Practice Partnership (RPP) Team with initial steps focused on building out the identification and selection criteria for participating schools and models (this phase will include strong coordination and collaboration with FDOE and USF Project Team).
- Phase 2, Fall 2020: Final selection of participating schools, with local needs assessment of each school, based on design concept for their local field-initiated model for replication. This phase will also include the ordering and installation of the necessary technologies, teacher and school leader training for deploying the technology. The Parent Engagement Coordinator will engage in local school-level activities that ensure strong parent and family participation in the process, which will also work with the RPP team to

initiate early data collection. There will be least two convenings (virtual or in-person) of the innovative school leaders in the fall, key personnel and USF Project Team and RPP Team, along with FDOE identified leadership to discuss the project, implementation plan and long-term vision for the incubator.

- Phase 3, Winter 2020/2021: Full installation of technology and all training completed. Full launch of the innovative school models by January 2021. RPP team is fully engaged in gathering data and conducting research with debriefing sessions for educators, parents, local school leaders and USF project team based on implementation science to guide and ensure continuous improvement. Mid-year data report due January 31st to FDOE from USF Project Director and RPP Director.
- Phase 4, Spring 2021: Final year-one data collection and review by RPP team with the schools and parents, to include year-end debriefing session on lessons learned and strategies for the summer to prepare and improve operations and instruction in the fall of 2021. There will be least one convening (virtual or in-person) in the spring to include innovative school leaders, key personnel and USF Project Team and RPP Team, along with FDOE identified leadership to discuss the lessons learned thus far in the project, and implementation planning for next school year.
- Phase 5, Summer 2021: Analysis and reporting of year-one data and outcomes with report provided by USF to the FDOE. Summer symposium with innovative school, including FLVS, USF Project Team, RPP Team and FDOE leadership focused on new school year planning. This will include a work session with USF College of Education on the professional development program for virtual and remote learning to consider competencies needed for the upcoming cohort of participant educators. Additional

schools for replication may be considered for year two launch.

- Phase 6, Fall 2021: Launch of the 2nd year of innovative schools, with options to replicate models into existing network or district schools deemed to have readiness for inclusion. School to be included in round two of replication must have been approved as part of the incubator in the summer of 2021 by USF and FDOE. RPP Team will launch strategies and engagement with innovative schools to commence with RPP process.
- Phase 7, Winter 2021/2022: RPP Team continues to gather data and engage in reflective sessions with school leaders and school personnel and parents with steps for improving implementation and outcomes. Winter convening of innovative school leaders, USF team, and FDOE to discuss 1st semester outcomes, lessons learned for improvement and steps for 2nd semester strategies. Mid-year data report due January 31st to FDOE from USF Project Director and RPP Director.
- Phase 8, Spring 2022: Final year-two data collection and review by RPP team with the schools and parents, to include year-end debriefing session on lessons learned and strategies for the summer to prepare and improve operations and instruction in the fall of 2022. There will be least one convening (virtual or in-person) in the spring to include innovative school leaders, key personnel and USF Project Team and RPP Team, along with FDOE identified leadership to discuss the lessons learned thus far in the project, and implementation planning for next school year.
- Phase 9, Summer 2022: Analysis and reporting of years one and two data and outcomes with report provided by USF to the FDOE. Summer symposium with innovative school, including FLVS, USF Project Team, RPP Team and FDOE leadership focused on new school year planning. This will include a work session with USF College of Education

on the professional development program for virtual and remote learning to consider competencies needed for the upcoming cohort of participant educators. Additional schools for replication may be considered for year three launch, however no incubator funds will be provided beyond year two of the incubator under this grant.

- Phase 10, Fall 2022: Final RPP Report submitted to FDOE, which will include a convening of the participating school leaders, identified personnel, USF Project Team and FDOE team focused on a presenting the data, findings, suggestions for continuous improvement and expansion of the innovative school models. This presentation and final report will also include local implementation plans, which will be made available for each model included in the incubator, with data/outcomes, equipment recommendations, teaching strategies and professional development competencies necessary for effective implementation, for use by districts, charters, private schools as future considerations are made locally for possible adoption.
- Phase 11, Winter 2022/2023 and Spring 2023: The Project Director at USF will work with FDOE to establish a centralized portal for public use that provides information on each model deployed in the incubator to help with parental choice considerations, as well as help districts/schools explore options for considering the implementation of such models in their local communities. FDOE and USF will collaborate on sustainability options for educator professional development in alignment with the program developed by the USF College for Education for this project, which may include tuition-based fees for participants (which are waived for the nearly 3,000 educators who can participate in this program as part of the grant during the project), options for districts and/or state title II funds, or other grant options.

- Phase 12, Summer 2023: Final closeout of all reports, financials and activities with USF as part of this grant project. The Project Director will lead the process for gathering, developing and submitting all required reports to the FDOE in alignment with state and federal reporting guidelines.

USF Professional Development for Educators (Virtual/Blended Instruction)

- Phase 1, Summer 2020: Initial training in the basics of online teaching and learning that would be delivered, initially, during phase 2.
- Phase 2, Fall 2020: Advanced-level training focused on building relationships and fostering collaboration while supporting students' social-emotional needs in the online learning environment.
- Phase 3, Spring 2021: An advanced course for teachers or administrators; descriptions of each are listed below.
    - (3a) preparing teachers to support online teaching and learning through the exploration of content-specific pedagogies and the building of learning experiences for immediate use in online contexts, or
    - (3b) preparing school and district administrators for leading in a digitally-rich, online environment, including both administrative and instructional leadership responsibilities. This program would begin in the fall and last throughout the academic year.
- Phase 4, Summer 2021 – Phase 12, Summer 2023: Each cohort of up to 1,000 educators each year, will complete the competencies as identified above. After year-one, the competencies may be expanded or modified based on the data and information gathered through the Research-Practice Partnership to align with the lessons learned during the

implementation and launch of the Education Innovation Incubator. The RPP team will also engage with participants in this professional development program to gather data and input for considerations on for improvement. This is all part of the continuous improvement process associated with implementation science.

FLVS *Timeline for Launching the Personalized Learning Engine*

Phase 1, Fall 2020 – Summer 2021: Build core personalized learning engine and deliver a proof of concept for Algebra 1 remediation course. In this phase, FLVS will establish the structures that will support the parameters and establish the architecture of the integrations that will need to exist for students to take advantage of this enhanced service.

- Course Creation Milestones – Planning (Establish course success measures; determine support content needed outside of course standards – concepts taught in lower-level courses that are continued struggle points; create scope and sequence of course to include relevant state and national standards and previously determined support content; map all course content into learning paths/modules based on functional parameters of PLE, including diagnostic, formative, and summative assessment blueprints; determine level of personalization to be offered to students based on interest, learning preference, etc. and compile data necessary to determine asset styles and types to be offered; plan, write, develop, review, and test proof-of-concept to include at least two support pieces, four instructional pieces, and two assessment pieces; establish type and number of assets and assessment items, including those for diagnostic tests, learning paths, introductory lessons, summative assessments, and teacher touch points.
- Execution - Storyboard assets for each learning path, including support content, and determine schedule for writing and development (Write, develop, and review all learning

assets for each learning path, including copyediting, fact checking, and proofreading; write, develop, and review assessment items for all diagnostic, formative, and summative assessments, including copyediting, fact checking, and proofreading; support and diagnostic content assessments– estimate 1080 items; learning path formative assessments – estimate 3600 items; learning path and segment summative exams – estimate 900 items; write, develop, and review welcome folder and course tools, including an illustrated glossary and resource toolbox; write, develop, and review course ancillary documents, including answer keys and an accessibility guide.

- Course Release - Develop and deliver teacher support pieces, including synchronous and asynchronous training, a quick-start guide with student and teacher FAQs
    - Compare data to previously determined metrics to gauge success
- PLE Milestones - Year 1 (Architect and design PLE AI architecture; foundational architecture for the system integrations; course builder tool interface integration and expansion; content catalog tool integration and expansion; implement expandable content recommendation logic; implement base content tagging (metadata); create additional course content; implement user and system security; learning management system integration; POC course delivery; and collect data and evaluate against success criteria)

Project Plan:

The Gantt chart below provides a summary of the activities and benchmarks for the first two years of the Education Innovation Incubator Project:

	Owner	***Year 1***			***Year 2***		
		Fall	**Spring**	**Sum**	**Fall**	**Spring**	**Sum**
Activity #1 – Research Design and Process							

Establish Research Practice Partnership (RPP). This will include the identification of key personnel and research design/literature review.	*Research Practice Partnership Coordinator*	X					
Identify key characteristics of schools to be identified in the research practice partnership collaborative (30 to 60 schools) and the FLVS artificial intelligence replication framework (PLE).	*Research Practice Partnership Coordinator*	X					
Gather initial qualitative data, document the characteristics of each participating school, and engage with local district leadership on RPP design plan. This will include a documented process on the continuous improvement/feedback loop process for the RPP.	*Research Practice Partnership Coordinator*	X					
Research team to conduct on-site visits with schools involved in the collaborative to gather data, review progress of implementation, debrief on possible steps for continuous improvement using data to drive decision-making activities.	*Research Practice Partnership Coordinator*	X	X	X	X	X	X

Engage in the collection and review of data, develop initial analysis to inform professional development strategies and consider early findings related to degrees of effectiveness.	*Research Practice Partnership Coordinator*		X	X	X	X	X
Finalize RPP report and review with the Incubator participants and relevant stakeholders with the goal of informing professional development for educators, building teacher leadership, and determining scalable models based on student outcomes achieved at schools in the collaborative.	*Research Practice Partnership Coordinator*				X	X	X
Activity #2 – Establish Collaborative and Implementation Protocols							
Select and engage schools to be included in the research practice partnership and incubator, along with key team members from FLVS.	*USF – Project Director*	X		X			X
On-board schools in the collaborative and develop innovation implementation plan for each school site. • *Individual Engagement Meetings*	*USF – Project Director*	X					

• *Network Event with Members of Collaborative (Meeting/Convening)* • *Parent engagement activities at each school to support information sharing*							
Identify key personnel within the Florida Virtual School to serve as participants in the RPP.	*USF – Project Director*	X					
Establish dates, timelines and expectations for participants in the RPP	*USF – Project Director*	X					
Quarterly convenings to debrief with research team on data collection, findings, implications and strategies for improvement. (mix of virtual and in-person meetings)	*USF – Project Director*	X	X	X	X	X	X
Activity #3 – Implementation and Installation							
Acquire and install the necessary technology and infrastructure as needed to deploy innovation as aligned to an established model to be replicated in the RPP.	*USF – Project Director*	X		X			
FLVS to coordinate on the development and design of the artificial intelligence platform, with initial proof-of-concept in Algebra I (PLE)	*FLVS Director*	X	X	X			

Activity #4 – Deploy Professional Development (USF)							
Deploy professional development framework as established by USF based on initial proposed competencies (1st cohort of 500 – 1,000 educators)	*USF Professional Development Director*	X	X				
Deploy professional development framework using updated strategies informed by initial RPP findings (2nd cohort of 500 – 1,000 educators)	*USF Professional Development Director*			X	X	X	X
Deploy professional development framework and final syllabus as established on RPP findings and adopted competencies (3rd cohort of 1,000 educators)	*USF Professional Development Director*					X	X
Project and Grant Management							
Hold Project Management Team Meetings	*Grant Project Manager*	X	X	X	X	X	X
Attend ESF-REM trainings and meetings	*Grant Project Manager*	X	X		X	X	
Collect qualitative and quantitative data; Conduct surveys and focus groups with parents, educators and stakeholders.	*Research Practice Partnership Coordinator*		X	X	X	X	X
Submit Annual Reports	*Grant Project Manager*			X			X
Submit Final Report	*Grant Project Manager*						X

USF Project Leadership Team - Individual resumes may be found in Appendix 2

The teams outlined below have a significant history in designing, implementing and replicating effective innovations and learning solutions in support of student learning.

- **Dr. Constance (Connie) Hines:** Professor Emerita of Educational Measurement and Research at USF and interim Director of the David C. Anchin Center for the Advancement of Teaching.
- **Dr. Howard Johnston:** Emeritus Professor of Teaching and Learning at USF, founder and coordinator of the Ed.D. program in Educational Innovation, and Interim Associate Director of the David C. Anchin Center.
- **Dr. Allan Feldman:** Professor of Science Education in the Department of Teaching and Learning of the College of Education at USF, and the Associate Director for Educational Innovation in the David C. Anchin Center for Advancement of Teaching and Learning.
- **Dr. James Hatten:** Instructor II in the Instructional Technology Program in the Department of Educational and Psychological Studies at the University of South Florida College of Education.
- **Dr. James Welsh:** Director of the Florida Center for Instructional Technology (FCIT).
- **Ms. Rachel Hatten:** Director of Professional Development in the David C. Anchin Center for Advancement of Teaching in the College of Education at the University of South Florida.

FLVS Project Team - Individual resumes may be found in Appendix 2

- **Dr. Louis Algaze:** President & Chief Executive Officer (CEO) for Florida Virtual School® (FLVS®), a statewide public-school district in Florida.

- **Martin Kelly:** Senior Director, Curriculum Development for Florida Virtual School®.
- **Kevin Locke:** Director of Project Services for Florida Virtual School®.
- **Philip Bertolo:** Senior Director, Information Technology (IT) for Florida Virtual School®.

Proposed Use of Funds to Support Proposed Project: The proposed project has a total anticipated three-year budget of [redacted], which will support the overall development and launch of the incubator, its schools for replication, the development and implementation of the FLVS PLE, as well as the deployment of the USF professional development program which will reach approximately 3,000 teachers during the grant period. The funds in this project will also support the RPP, which is a foundational strategy that truly differentiates Florida's proposal. This approach not only supports a focus on evidence, but leverages that evidence with a focus on improved practice, performance and outcomes so that strategic investments in this proposal are not wasted or risk being lost on unintended outcomes. Continuous improvement through the RPP, based on evidence-based implementation science, will support the schools in the incubator to learn, grow and problem-solve their innovations with plan for effective adoption and improved student outcomes.

The proposed budget plan will seek to serve and support the following minimum outcomes:

- 30 to 60 schools from across all regions of the state, both urban and rural. It is anticipated that in the first two years of the grant, over 50,000 students will benefit from the direct implementation of these models in participating incubator schools.
- By year two of the grant, it is anticipated that over 15,000 unduplicated students in the state (not participating in the incubator schools) will benefit from the first course in the PLE, Algebra I proof of concept. This has the potential to be scaled to reach all high

school students in the state by year three.

- By year three, a total of 3,000 teacher or more, both from within and outside of the incubator participating schools will participate and complete the teacher professional development program offered through this project with USF. (At no cost to the teachers)

While the proposed project has great implications for the students and educators that participate in the three-year initiative, the replication of the lessons learned, based on research, continuous improvement, implementation science and strategic investments in existing resources (state and federal education funds), the impact of this project could transform how Florida delivers high-quality teaching and learning for the next several decades, while helping to transfer the knowledge gained in this project to all states across the nation.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 1238-Assurances NonConstruction Programs.pdf

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

S[redacted]CIAL	TITLE Commissioner
APPLICANT ORGANIZATION Florida Department of Education	DATE SUBMITTED 06/29/2020

Standard Form 424B (Rev. 7-97) Back

Kevin Locke

[redacted]

Experienced Leader

Future focused professional with extensive experience leading and managing teams within a dynamic setting, looking to obtain a role to benefit a progressive company with a fast-paced environment, where I may contribute through my experience and professional capabilities.

Summary of Qualifications

* 20 years of Experience Leading Multifaceted Project and Operational Teams * Process Improvement * Project Management Leadership * Program Manager * Leading and Managing Teams * Business Transformation * Strategic Planning * Coaching & Mentoring * Training & Presentations * Team Building * Resource Forecasting and Management * Budget Planning * Change Management * Maximizing Relationships * Communicating Effectively * Managing Performance

Education and Certification

DEGREE

UNIVERSITY OF CENTRAL FLORIDA

- Bachelors Business Administration - Productions and Operations (Management)

PROFESSIONAL DEVELOPMENT

- Certified SCRUM Master
- Certified SCRUM Product Owner

Professional Experience

FLORIDA VIRTUAL SCHOOL

Florida Virtual School (FLVS) was founded in 1997 as the first state-wide Internet-based public high school in the United States.

DIRECTOR, PROJECT MANAGEMENT OFFICE | 2019 – PRESENT

Specific contributions include:

- Serve as portfolio manager for 7 project and operational portfolios
- Responsible for annual capital project budgets totaling $25M
- Reorganized the Project Management Office (PMO) structure and cross trained staff to allow for more flexibility in work assignments
- Created CEO dashboard tool for all lines of business
- Developed tracking tools to monitor organization/staff efficiency
- Introduced strategic budget planning to support long term initiatives related to strategic focus
- Partnered with leaders across 6 lines of business to create enterprise governance structure for capital and operational project intake, review and selection processes
- Leading efforts to reviewing all new strategic roadmap proposals to determine viability and return on investment

SENIOR MANAGER, PROJECT MANAGEMENT OFFICE | 2017 - 2019

Specific contributions include:

- Served as interim Director for the EPMO from 2018 until position appointment in 2019
- Direct and oversee all project management functions for a 13-member project management team
- Served as Program Manager for new Learning Management System (D2L – Brightspace) mutli-year implementation with five project streams and budget of $10M
- Implemented a new demand, portfolio, project management and resource tool in ServiceNow to better support business requests and provide transparency into key project tasks and deliverables
- Implemented workforce planning strategies to evaluate internal talent and align project assignments based on complexity
- Analyzed internal development resource skill sets against historical and anticipated organizational project needs to reduce contractor spend by $600K
- Created a flatline project document repository based on metadata tagging to monitor tollgate status and provide transparency for project stakeholders

PROJECT MANAGER | 2015 - 2017

Specific contributions include:

- Managed the project workload for a 7-member development team that support 4 platforms; Workday, Salesforce, ServiceNow and SharePoint
- Managed development work assignments to capture $1.6M in efficiency gains during 2016-2017
- Completed more than 50 agile and waterfall project and operational assignments from 2015-2017
- Identified the need for improved quality analysis and implemented cross check program resulting in a 20% reduction in design and development errors during sprint cycles
- Developed repeatable methods for granting external stakeholder access to internal SharePoint instance resulting in improved workflow integration between internal partners and State offices
- Utilized internal development resources to create an end to end Procurement system in ServiceNow
- Developed agile methodology for estimating and developing platform projects resulting in improved project delivery
- Developed 7 application sites for platforms and programs within the organization resulting in overall efficiency savings of $250K

SENIOR MANAGER, OPERATIONAL EFFECTIVENESS | 2011 - 2015

Specific contributions include:

- Collaborated cross-departmentally with leadership team to improve organizational operations resulting in 1.5M in efficiency gains
- Led senior leadership initiatives to update and refine the organization's five-year strategic plan, strategy map, and balanced scorecard to drive defined strategic objectives and operations
- Developed and maintained department strategy maps and cascading metrics to improve operating efficiency through the identification of underlying process gaps
- Successfully led the organization through 2 State of Florida - Auditor General operational audits by working as a collaborative liaison between organization staff and audit team
- Developed process improvements related to funding audit that resulted in $2M worth of recovered State funding

- Worked with cross-departmental teams to develop improved processes related to information requests and student placement for the international school resulting in a 25% improvement in enrollment conversion
- Developed applications in Salesforce to track information requests and help ticket issues allowing for the identification of improvement areas within the international school

FLORIDA HOSPITAL/FLORIDA RADIOLOGY IMAGING

Florida Radiology Imaging is one of the leading health care radiology imaging providers in Central Florida.

PROJECT MANAGER – OPERATIONS | 2009 - 2011

Specific contributions included:

- Led all aspects of operations and team development for 5 outpatient facilities
- Facilitated the conversion of 500,000 patient records from hardcopy film to a digital database repository
- Reduced record delivery errors to physician offices by 30% through development and implementation of quality assurance check points
- Improved processes for site-specific medical records processing and maintenance increasing efficiency by 40%
- Developed new patient records release and request process resulting in a 20% reduction in turnaround times
- Eliminated external third-party storage fees for all sites through the analysis and re-organization of on-site warehouse space
- Served as interim manager for outpatient facilities during Director's absence

TARGET CORPORATION

Target is the second-largest discount retailer in the United States.

REGIONAL OPERATIONS MANAGER | 1995 – 2008

Specific contributions included:

- Led all aspects of operations, inventory management, merchandise storage, product replenishment, and merchandising for the Southeast Region (600 store locations)
- Analyzed store performance metrics on a weekly basis and communicated with regional leadership regarding improvement strategies
- Assessed and enhanced 70 organization processes resulting in a return of 50M to the bottom line
- Collaborated with Distribution Center leaders on inventory flow increasing on site safety stock by 30% for all store locations
- Collaborated with corporate buyers to ensure proper release of high turn inventory increasing sales by 40%
- Gathered and analyzed data related to organization performance, presenting findings and recommendations for improvement to President of Stores and Executive Leadership
- Improved operational performance in 65 focus stores from red to green through site visits, program analysis, action plan development, and progress monitoring
- Successfully launched 80 new stores including design, team development, inventory management, and technical support

Louis J. Algaze, Ph.D.

[redacted]

EMPLOYMENT

PRESIDENT/CEO, *Florida Virtual School* **7/19 - Present**

Set strategy and vision for the district, which develops and delivers more than 190 online courses to more than 200,000 students annually in grades Kindergarten-12; Oversees the day-to-day operations for the 2,300-employee organization and is responsible for the overall performance of the school district, with a goal of improving learning outcomes

PRINCIPAL, *Hialeah Gardens High School and American Senior High School* **7/02 - 2019**

Budget Development; Staff Selection/Supervision/Evaluation; Parent/Community Involvement; Facilitation of District Resources; School Partners Development; Coordination of the Following: School Improvement Plan; Curriculum development; Development of Master Schedule; Opening and Closing of School Procedures; Attendance Procedures; Registration Procedures; Feeder Pattern Articulation; AICE program coordination; Capital Improvement; Facilities Management; School Safety, Security, and Discipline Procedures; AdvancEd/SACS Accreditation; Certification Monitoring; ESE and ESOL compliance procedures; Enforcement of all Federal, State, and School Board Rules and Laws

ASSISTANT PRINCIPAL OF CURRICULUM, *Miami Killian Senior High School* **8/96 – 7/02**

Development of Master Schedule, School Improvement Plan, Opening and Closing of School Procedures, Attendance Procedures, Feeder Pattern Articulation, Capital Improvement, Facilities Management, Safety and Security Procedures, School Discipline, Budget Development, Staff Selection and Certification Monitoring, ESE and ESOL procedures

ASSISTANT PRINCIPAL, *Miami Palmetto Adult Education*; *Miami Killian Satellite* **8/98 – 7/02**

Development of Course Offerings, Registration Procedures, Attendance Procedures, Safety and Security Procedures, Sole On-Site Administrator

ASSISTANT PRINCIPAL, *South Miami Middle School* **6/96 - 8/96**

Attendance Procedures, Closing of Schools Procedures, ESE and ESOL monitoring, School Discipline

DEAN OF STUDENTS, *West Miami Middle School* **8/92 - 5/96**

Coordinated School-wide Discipline, Developed Student At-Risk Program

TEACHER, *West Miami Middle School, Miami Southridge Senior High School, South Miami Senior High School* **9/87 - 6/92**

Chemistry, Biology, Science, and Computers, Department Chairperson, Interdisciplinary Team Leader
Selected to represent Florida in book, *I Am A Teacher*

EDUCATION

PH.D., *University of Miami* **1998**

Major:..... Educational Leadership
Supporting:..... Science Education
Honors:..... Award of Academic Merit, Completed Doctoral Qualifying Exams with Honors
Dissertation: ..... The Mathematics Achievement, Attendance and Behavior of At-risk, Minority, and Female Students in Traditional, and Block-Scheduled Settings.

MASTER OF SCIENCE, *University of Miami* **1990**

Major:..... Secondary Education, Biology
Honors:..... Admitted to Phi Kappa Phi Honor Society, Admitted to Phi Delta Kappa, UM Chapter

BACHELOR OF SCIENCE, *Florida International University* **1987**

Major:..... Biology
Supporting:..... Chemistry

SKILLS/COMMITTEES/PRESENTATIONS/ACCOMPLISHMENTS

- University of Cambridge International. Selected to represent North America on Principal Advisory Board and presenter2018/2019
- National Academy Foundation, New York, NY, President's Award,
- City of Hialeah Gardens Mayor's Award for Distinguished Public Service, 2018
- National Academy Foundation, New York, NY, Janet Linton Leadership Award, and presenter 2016-2018
- AdvancEd/Southern Association of Colleges and Schools (SACS) Florida Council Member, 2015-2018 and peer review team member: Gold Coast School of Choice, 2004; Lake Worth Senior High School, 2002; Our Lady of Lourdes Academy, 2001; Palmer Trinity, 1995
- Selected to FLDOE School Principal Performance Assessment Item Specs Team 2018
- Principal of the year: North Region, Do the Right Thing, and NAF Academy of Finance 2008-2016
- President, Dade Association of School Administrators (DASA) and board member 1996-2006
- Secondary School Reform District Committee Member
- Small Learning Community District Team Member
- Lead Principal, American Feeder Pattern and Hialeah Gardens Feeder Pattern
- University Online Faculty: Organizational Change, School Finance, Transformational Leadership, Professional Development, Organizational Leadership
- Educational Statistical Analysis, At-risk student program development, Block scheduling program evaluation
- Selected by College Board to visit schools in China, 2007
- Finalist for Florida African American Education Alliance School Administrator of the Year Award 2004.
- Web Design, Word Processing, Database, Spreadsheet, Presentation, and related computer skills
- Chairperson, Assistant Principal Liaison Committee - charged with meeting and conferring with Superintendent on matters germane to school-site administration, and developing and implementing the coordination, district-wide, of 730 assistant principals' mid-year and year-end symposium
- Written and received several grants and proposals for personnel, programs, and computers
- Membership in Association for Supervision and Curriculum Development 1998-2018
- Selected to represent Southern Region of the U.S. in Washington, D.C. to participate in discussion related to Advanced Placement students, 2000

- Runner-Up as Region V Assistant Principal of the Year, 2001-2002 and 1999-2000
- Selected to serve on Rookie Assistant Principal (RAP) sheet development committee, 1999-2000 to assist newly assigned assistant principals, Region V, Community Agency Fair Coordinator, 1999-2000 and various presentation of PD 1999-2018

Martin Kelly

[redacted]

Career Objective

Contribute to the leadership of the Florida Virtual School where I can apply my background in content creation, my passion for data and analytics, my ability to lead and empower others, and my experience fostering innovation and efficiencies for the enhancement of student learning.

Related Professional Experience

Florida Virtual School, *April 2016 – Present*

2017-Present ***Senior Director Curriculum Development***

- Lead the Curriculum Development department in the creation of best in class courses
- Participate in and contribute to the Leadership Team for the Florida Virtual School

2016-17 ***Project Manager***

- Managed the creation of the middle school World History course consisting of four states using the Unlock technology
- Managed sixteen courses through the clean-up process with a vendor
- Managed the conversion of thirteen credit recovery courses from the BrainHoney LMS to the Moodle LMS
- ScrumMaster for the data reporting project for Global Operations

Pamoja Education, *June 2011 – April 2016*

2011-2016 ***Instructional Design Service Manager***

- Part of the senior management team responsible for all aspects of the school including budget, course design and development, teacher standards and metrics, and academic direction
- Represented and presented on behalf of Pamoja Education at various international conferences and settings including the Sorbonne, Oxford University, and The Hague
- Managed the creation and successful implementation of seventeen online International Baccalaureate courses
- Managed a team consisting of instructional designers, web developers, external subject matter experts, and first line customer support
- Responsible for the creation and implementation of a data analytics dashboard that provided teachers and administration with metrics to help with student achievement and retention

- Involved in the selection of a new LMS and managed the successful move to the new LMS
- Assisted with the successful launch of a blended learning program in Dubai

Florida Virtual School, *June 2001 – June 2011*

2008-11 ***Senior Manager Global Services***

- Managed an outsourcing team consisting of instructional designers and external subject matter experts
- Managed the creation and successful implementation of FLVS credit recovery courses
- Managed the creation and successful implementation of International Baccalaureate courses for Pamoja Education
- Managed the partnership to create the Texas Virtual School

2006-8 ***Director of Curriculum Services***

- Managed a staff of twenty-six and budget of three million dollars for the Curriculum Services department
- Reorganized the Curriculum Services department to increase efficiency and teamwork
- Led the creation of a new vision for future course offerings
- Participated in and contributed to the Leadership Team for the Florida Virtual School

2005-6 ***Instructional Leader***

- Managed instructional staff, including teacher interviewing, hiring, support, monitoring, and evaluations
- Gathered and analyzed data (e.g., progress report data, completion data, staff allocations, etc.)

2004-5 ***Project Manager***

- Managed the creation and successful implementation of AP Reviews including the successful outsourcing of materials and content
- Developed the budget and created a strategic plan for the future of the development team
- Managed the team, including recruitment, interviewing, hiring, assistance with training and support, monitoring, evaluating, and creating policy
- Liaised with the Instructional Team to help improve communication and identify problems, issues, and concerns

2003-4 ***Application Development Specialist***

- Worked with three development courses to bring them to completion including collaborating with teachers, clients, and outside vendors.
- Designed and completed three AP Reviews in cooperation with the College Board and Subject Area specialists

- Attended and participated in demonstrations of FLVS courses at NECC 2004

2001-3 ***Instructor, Developer, Mentor, and Course Editor***

- Developed and taught AP US History
- Was the subject matter expert for the AP US History review which became the model for future AP Reviews
- Trained and mentored internal and external teachers in AP US History
- Fulfilled the role of Course Editor for AP Social Studies courses

River Ridge Middle/High School, *August 1993 – May 31, 2001*

Teacher and Team Leader

- Assisted leadership team in implementing school-wide policies
- Responsible for the direction, implementation, and supervision of team members and policies
- Worked with administrators and school board personnel on a county level to determine the direction of district-wide policies
- Created school-wide policies concerning the implementation of clubs for over 3,000 students

Other Professional Activities

- Formerly the guide for About.com's American History site which produced over 800,000 page views per month.
- Co-Author of the *The Everything American President's Book*, released July, 2007.
- Co-Author of *Colonial Governments* for a middle school Colonial America series released in fall, 2007.
- Author of the Sparknotes *Flashcards for AP US History*, 2004.

Education and Training

- Completing the last course for the Masters of Educational Leadership program at the University of West Florida
- M.Ed. Curriculum and Instruction, May 1993, University of Florida
- B.A. History/Minor in Classical Studies, August, 1992, University of Florida
- Middle Grades and ESOL Endorsement
- ScrumMaster certified 2017

Clifton Strengths Finder Profile

▪ Competition ▪ Belief ▪ Strategic ▪ Context ▪ Individualization ▪

Philip R Bertolo

[redacted]

Directing/Managing Information Systems

Well established Information Technology professional with **30+** years experience Directing/Managing Information Systems Operations/Development. With a strong background in leadership, teambuilding, directing and managing the support and implementation of IT Operations and Technology Services. Strong focus in customer service and SLA delivery. I am a skilled trainer, mentor and project leader. Have a strong ability to forge solid relationships with peers, customers, vendors and team members. Excellent communicator with strong motivational skills, producing teams with high efficiency and productivity. Also possess a wide variety of working technical knowledge both in hardware and software.

CORE MANAGMENT COMPETENCIES

- Leadership & Team Building
- Security/Change Management
- Procedures & Standards Development
- Customer & Vendor Relations
- Budgetary Planning & Control
- Problem Analysis & Resolution
- Strategic Planning and Project Management
- Best Practices & Continuous Improvement
- 12 Years Data Center Support
- 16 Years Network & Operations Support

PROFESSIONAL EXPERIENCE

Florida Virtual School: **7/2018 to Present**
Senior Director Information Systems

- Support the COO with strategic planning, setting departmental goals, establishing operating procedures, managing strategic relationships with external entities.
- Provide a strategic framework for the effective and timely development of Information Technology solutions
- Insure that Product Development leadership is working in a strategic framework for the effective and timely development of Product Engineering's solutions
- Promote and lead key projects from conception to implementation
- Lead and direct efforts to select appropriate technology, cloud, and platform solutions to support Product Engineering's solution development
- Lead and direct efforts in establishing Enterprise Architectures to govern overall FLVS development efforts
- Lead and direct efforts in developing best practices processes and standards including design, development, testing, and maintenance of FLVS code
- Lead and direct efforts in developing effective strategies for using technology, training, and consultants in Product Engineering and IT Operation's solutions
- Lead and direct the technical review of contracts for services, software, and hardware delivered to Product Engineering and used in IT Operation's
- Lead and direct efforts in Managing technology support services (change, incident, requests, and managing IT Operations and budget)

- Lead and direct efforts in Managing vendor relationships, building partnerships that benefit the organization, and hold vendors accountable when required and participate in contract negotiations with vendors for new contracts or renewal of existing agreements
- Oversee leadership in the management of the demand for IT Operations/Infrastructure resources to support projects and service requests, identify resource issues, and provide information to the CIO to assist in managing priorities with end users
- Manage the life cycle for project requests, due diligence and planning including budgeting for new requests both capital and resource requirements
- Oversee management of Infrastructure Services Including Networking, Server Systems Engineering, Cloud services, on premise Co-Location facilities, Telephony services, including incident resolution, ensuring service levels are met and organizational goals supported.
- Work with the Inforamtion Security Officer in the oversight, design, and implementation of sophisticated security measures to protect the district's Infrastructure
- Lead and manage assigned direct reports; Evaluate the assigned department structure for continual improvement in efficiency and effectiveness of the group, as well as ensuring team members have access to professional and personal growth within the organization
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others

Florida Virtual School: **7/2017 to 6/2018**
Director IT Operations

- Lead and directed efforts in the management of technology support services (change, incident, requests, and managing IT Operations and budget)
- Managed vendor relationships, building partnerships that benefit the organization, and hold vendors accountable when required and participate in contract negotiations with vendors for new contracts or renewal of existing agreements
- Managed the demand for IT Operations/Infrastructure resources to support projects and service requests, identify resource issues, and provide information to the CIO to assist in managing priorities with end users
- Lead the management of Infrastructure Services Including Networking, Server Systems Engineering, Cloud services, on premise Co-Location facilities, Telephony services, including incident resolution, ensuring service levels are met and organizational goals supported.
- Managed technology support services (change, incident, requests, and managing IT Operations and budget)
- Managed vendor relationships, building partnerships that benefit the organization, and hold vendors accountable when required and participate in contract negotiations with vendors for new contracts or renewal of existing agreements
- Lead and Directed efforts in the management of Desk-Side Services including support for end user devices, office hardware and conferencing systems support.
- Lead the management of Client Services Including Tier 1 Help Desk services, Tier 2 Application Services, and Course Help Desk, providing support as required for all applications 24x7 or at service levels as agreed to with the business.
- Managed the life cycle for project requests, due diligence and planning including budgeting for new requests both capital and resource requirements

- Worked with Information Security Officer in the oversight, design, and implementation of sophisticated security measures to protect the district's Infrastructure
- Managed assigned direct reports; Evaluate the assigned department structure for continual improvement in efficiency and effectiveness of the group, as well as ensuring team members have access to professional and personal growth within the organization
- Met professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others

Florida Virtual School: 10/2015 to 6/2017
Manager Infrastructure Systems

- Responsible for meeting SLA's set by the business for all FLVS Infrastructure. Accountable for Infrastructure systems uptime, currently at 99.94%
- Responsible for IT strategic planning designed to meet the needs/goals set by the business
- Responsible for the Infrastructure department annual budget planning and analysis
- Responsible for authoring, updating and implementing new standard operation procedures and policies
- Responsible for all infrastructure project design, implementation, and efficient delivery
- Participed regularly at the executive level in strategic planning and operations meetings
- Worked regularly with IT department managers to help insure the success of IT and FLVS initiatives
- Implemented and managed multiple critical IT projects simultainiously, insuring on time delivery and high implementation success rate with very low impact
- Responsible for minimizing system down time by being able to anticipate issues and resolve them quickly
- Responsible for regularly communicating operational status, and appropriate escalations during an outage
- Responsible for all IT support services such as change control, incident managment, and all aspects of IT Operations
- Managed relationships with FLVS external vendors insuring they meet established SLA's and holding them accountable when SLA's are not met
- Regularly reviewed and negotiated all vendor contracts to insure they they continue to provide FLVS the best cost and ROI

- Resonsible for providing support to all FLVS applications 24x7 365, making sure to have established OnCall support available
- Responsible for configuration of all FLVS Infrastructure, insuring approved changes are implemented in systems are designed to meet FLVS Strategic goals
- Responsible for the integrity and security of data, insuring all access to IT systems follows established SOP for gaining access to secured IT Systems
- Managed direct reports to insure continual improvement in efficiency and productivity while making sure team members have access to professional learning for ongoing personal growth
- Created project and operational dashboards for the CIO

Florida Virtual School: 8/2009 to 10/2015
Team Lead/Mgr - Infrastructure Systems Engineering

- Team Lead of Infrastructure Systems, responsible for managing staff, staff worlkloads, corporate office Infrastructure and multiple Co-Location facilities Infrastructure
- Created project and operational dashboards for the CIO
- Managed the design and build-out of two new production Co-Location facilities
- Managed the migration of all production systems to two new Co-Location facilities including coordination with multiple vendors and internal staff, producing a cost savings of 2 million dollars
- Managed the design and build-out of FLVS Disaster Recovery systems
- Managed the administration and support of all production systems including servers, Storage, data backups, network and telephony systems infrastructure
- Managed all aspects of Infrastructure Operations
- Managed and cultivated vendor relationships
- Managed the Infrastructure team's timely and efficient production of all business projects
- Responsible for the Infrastructure department annual budget planning and analysis
- Responsible for authoring and implementing standard operation procedures and policies
- Responsible for approving all infrastructure project design and implementation

Reunion Resort: **Celebration, FL.**
Resort Lifestyle Communities 8/2007 to 8/2009

IT Operations Director/Manager Reunion Resort and Hospitality Applications Manager (All GINN Resorts)

- Appointed member of the Executive Committee Management team
- IT Operations Hospitality Applications Manager supporting all resort IT systems including, Springer Miller PMS, Jonas Club Mgmt., Delphi Enterprise, Vingcard Vision, Shift-4, 100+ POS stations and 17 supporting interfaces
- Responsible for the support of all Voice, Video, and Data services for 531 rental units
- Managed the support of all servers, switches, desktops, printers, VOIP phones, and cell devices
- Manage IT projects of various sizes and complexity to include setting up new office locations around the country and abroad with voice, video, LAN/WAN circuits, routers, switches, telephony, etc
- Responsible for developing and implementing IT policies and procedures, vastly improving overall efficiency and productivity
- Managed all aspects of corporate, end user, vendor/client relations and technical support
- Managed all Operations in Data Center
- Managed and negotiated hospitality vendor support services and support contracts
- Interface with management at all levels to design a support model inline with company goals and objectives

The Ginn Company: **Celebration, Fl.**
Real Estate and Resort Lifestyle Communities
Director Client Services
3/2005 to 8/2007

- Director Client Services, responsible for all client relations/support for Florida, North/South Carolina, Georga, Colorado and Bahamas
- Managed desk side support services with 12 desk side support team members throughout Florida, North

& South Carolina

- Recruited, trained and built a highly productive team of field support personnel
- Managed support services for over 1000 employees, guests and home owners
- Responsible for performance reviews, disciplinary action and determination of annual merit increases
- Responsible for the daily performance and professional development of all team members
- Interfaced with multiple business units throughout the organization to build relationships and ensure the highest service levels are being met
- Managed all Operations in Data Center

Copytronics INC: **Orlando, Fl.**
Team Lead/Branch Service Director/Manager/LAN Field Support Mgr 4/1990 to 3/2005

- Branch Service Manager of City of Cocoa support division
- Managed all Operations in Data Center
- Created an east side Cocoa/Orlando LAN/WAN Service Department
- Developed a team of Microsoft Certified Systems Engineers to meet the needs of Company objectives
- Responsible for design, setup, and installation of all Orlando area customers LAN/WAN Networks
- Built a profitable base of several hundred LAN/WAN Customers
- Developed a Hewlett Packard printer repair division, servicing and selling HP printers and cartridges
- Personally developed and implemented training programs on how to build, operate and repair computers and printers for all company service personnel

US Navy: 7/1983 to 4/1987
Aviation Electronic Technician
Honorably discharged
Basic Electricity and Electronics
Advanced Electricity and Electronics

Certifications:

- ITIL Foundations Certified
- Microsoft Certified Systems Engineer (MCSE)
- CompTIA A+
- CompTIA Network+
- Internet Information Services (IIS) Specialist

Training Courses:

- **IT Management and Leadership Professional (ITMLP©)**
- T.E.A.M building foundations
- VMware 5.5 Data Center specialist
- Windows 2008R2, 2012
- Big IP F5 Networks specialist

- Microsoft SQL 2008R2
- Hitachi SAN HUS150

Allan Feldman

[redacted]

AREAS OF EXPERTISE

- Science Education
- Teacher Education and Teacher Research
- Program Evaluation

EDUCATION

1993 Ph.D., Science Education, Curriculum and Teacher Education, School of Education, Stanford University.
Dissertation title: *Teachers learning from teachers: Knowledge and understanding in collaborative action research.*

1973 M.A., Science Education, Teachers College, Columbia University.

1972 B.A., Mathematics, minors in Physics and Economics, New York University.

PROFESSIONAL EXPERIENCE

2019- Associate Director for Educational Innovation, David C. Anchin Center, University of South Florida, Tampa, FL.

2009- Professor, Science Education, College of Education, University of South Florida, Tampa, FL. Currently Coordinator of the Teacher Education Doctoral Concentration; previous coordinator of Science Education Concentration.

2017 (Spring) *Visiting Professor*, Technion-Israel Institute of Technology, Haifa, Israel

2016 (Fall) *Visiting Scholar*, UNESCO-IHE, Delft, Netherlands

2009- *Emeritus Professor*, Science Education and Teacher Education, School of Education, University of Massachusetts, Amherst

2007 (Fall) *Visiting Professor*, Department of Science Teaching, Weizmann Institute of Science, Rehovot, Israel
Visiting Professor, Faculty of Education, University of Haifa, Haifa, Israel

2006 (January 1-May 31) *Interim Chair*, Department of Teacher Education and Curriculum Studies, University of Massachusetts Amherst

2005 - 2009	*Coordinator*, Teacher Education and School Improvement Doctoral Concentration, School of Education, University of Massachusetts, Amherst.
2004 - 2009	*Director*, Pioneer Valley PreK-16 Science, Technology, Engineering and Mathematics Pipeline Network http://k12s.phast.umass.edu/pvnet/
2002-2009	*Professor*, Science Education and Teacher Education, School of Education, University of Massachusetts, Amherst
2001	*Visiting Scholar*, School of Education, Stanford University
1998 - 2002	*Associate Professor*, Science Education and Teacher Education, School of Education, University of Massachusetts, Amherst
1996-2009	*Associate Director*, Science, Technology, Engineering and Mathematics Education Institute (STEM Ed Institute) http://umassk12.net/stem
1993 - 2009	*Coordinator*, Secondary Science Education, School of Education, University of Massachusetts, Amherst.
1993-1998	*Assistant Professor*, Science Education and Teacher Education, School of Education, University of Massachusetts, Amherst.
1991- 1993	*Field Coordinator* for the *California Scope, Sequence, and Coordination Project* Action Research Component.
1989-91	*Coordinator of Supervision* and *Supervisor of student teachers and interns*, Stanford Teacher Education Program.
1989-91	*Teaching assistant*, Stanford University School of Education.
1980-89	*Science teacher* and *Head of the Science Department*, Germantown Friends School, Philadelphia, PA.
1984-85	*Physics Instructor*, Philadelphia College of Art.
1973-80	*Physics, general science and math teacher* in public and private secondary schools in NY and NJ.

PUBLICATIONS

REFEREED JOURNAL ARTICLES:

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2. Feldman, A. (2020). Insiders and outsiders – the place of second-order action research in Educational Action Research. *Educational Action Research*, *28*(1), 1–3. DOI: 0.1080/09650792.2020.1706307

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8. Feldman, A. and Özalp, D. (2019). Science teachers' ability to self-calibrate and the trustworthiness of their self-reporting. *Journal of Science Teacher Education, 30*(3*),* 280-299. DOI: 10.1080/1046560X.2018.1560209

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14. Feldman, A. (2016). Editorial. *Educational Action Research, 24*(2), 155-158. doi: 10.1080/09650792.2015.1132590

15. Herman, B., Feldman, A. and Vernaza-Hernandez, V. (2017). Florida and Puerto Rico Secondary Science Teachers' Knowledge and Teaching of Climate Change Science. *International Journal of Science and Mathematics Education, 15(3),* 451-471. doi:10.1007/s10763-015-9706-6

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21. Feldman, A. (2014). Editorial. *Educational Action Research, 22*(3), 285-287. doi:10.1080.09650792.2014.940173

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Mathematics, Engineering, and Technology Education Reform Project. *School science and mathematics*, *103*, 3, 121-134.

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1. Agosto, V., Nkrumah, T., Feldman, A., & Bradley, F. (Under review, 2019).Wash then weave: Inter-organizational leadership mentoring against racial macroaggressions. In Cobb-Roberts, D., & Esnard, T. (Eds.). *Mentoring as critically engaged praxis: Storying the lives and contributions of Black women administrators.* Information Age Publishing.

2. Feldman, A. and Nation, M. Environmental Education Curriculum. In D. Fisher (Ed.), *The Routledge Encyclopedia of Education*. Routledge, New York.

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4. Feldman, A. (2017). An Emergent History of Educational Action Research in the English-Speaking World. In Rowell, L., Bruce, C.D., Shosh, J.M. and Riel, M.M. (Eds.). *Palgrave International Handbook of Action Research* (125-146). New York: Springer.

5. Feldman, A. (2016). Self Study in Pre-Service Science Teacher Education. In *Allowing Our Professional Knowledge of Pre-Service Science Teacher Education to be Enhanced by Self-Study Research: Turning a Critical Eye on Our Practice* (pp. 23-42). Buck, G. and Akerson, V. (Eds). New York: Springer.

6. Chapman, A. and Feldman, A. (2016). Effects of an Authentic Science School-Based Service-Learning Experience on High School Students' Learning of Science Practices. In J.L. Newman, D.W. Sunal, and C.S. Sunal (Eds.). *Science and Service Learning* (pp. 73-98). Charlotte, NC: Information Age Publishing.

7. Stratton, S., Hagevik, R., Feldman, A. and Bloom, M. (2015). Toward a Sustainable Future: The Practice of Science Teacher Education for Sustainability. In S. Stratton, R. Hagevik, A. Feldman and M. Bloom (Eds.). *Educating Science Teachers for Sustainability* (pp. 445-457). New York: Springer.

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M. Bloom (Eds.). *Educating Science Teachers for Sustainability* (pp. 3-13). New York: Springer.

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10. Lee, Hyunju and Feldman, A. (2015). Photographs as Static Visual Representation to Connect Prior Knowledge and to Stimulate Discussions in Science Classroom. In K. Finson and J. Pederson (Eds.), *Application of Visual Data in K-16 Science Classrooms*. Information Age Publishing.

11. Sternheim, M. and Feldman, A. (2014). STEMRAYS: After-School STEM Research Clubs. In R. E. Yager and H. Brunkhorst (Eds.). *Exemplary STEM Programs: Design for Success* (pp. 61-76). Arlington, VA: NSTA Press.

12. Feldman, A. (2014). Philosophy of science. In D. Coghlan and M. Brydon-Miller (Eds.), *Sage Encyclopedia of Action Research* (pp. 617-620). London: Sage Publishing.

13. Feldman, A., & Herman, B. (2014). Teacher Contextual Knowledge. In R. Gunstone (Ed.), *Encyclopedia of Science Education* (pp. 1-2): Springer Netherlands

14. Feldman, A. (2009). Making the self problematic: Data analysis and interpretation in self-study research. In C Lassonde, S Galman, and C. Kosnick (Eds.), *Self-Study Research Methodologies for Teacher Educators*. Sense Publishing.

15. Feldman, A. (2009). Existentialism and action research. In B. Somekh & S. Noffke (Eds.), *The SAGE Handbook of educational action research*. Thousand Oaks, CA: Sage Press.

16. Capobianco, B. and Feldman, A. (2008). Promoting quality for teacher action research: lessons learned from science teachers' action research. In R. A. Schmuck (Ed.) *Practical action research: A collection of articles, 2nd edition*. Corwin Press.

17. Feldman, A. (2006). Self-Study And Existentialism: A Case Of Teacher Educator Transformation. In A. Freese and C. Beck, *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal*. Dordrecht: Springer Press.

18. Feldman, A., Paugh, P. & Mills, G. (2004). Self-Study through Action Research. In J. Loughran, M. Hamilton, V. LaBoskey, T. Russell (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices*. Dordrecht: Kluwer Academic Publishers.

19. Feldman, A. (2004). Knowing and Being in Science: Expanding the Possibilities. In W. Saul (Ed.), *Crossing Borders in Literacy and Science Instruction: Perspectives on Theory and Practice*, pp. 140-157. Washington, DC: International Reading Association.

20. Feldman, A. (2003). Mathematics instruction: cognitive, affective, and existential perspectives. In J. Royer (Ed.), *Mathematical Cognition*, pp. 147- 174. Charlotte, NC: Information Age Publishing.

21. Rideout, R. and Feldman, A. (2002). Research in music student teaching. In R. Colwell and C. Richardson (Eds.), The new *handbook of research on music teaching and learning*. NY: Oxford University Press.

22. Feldman, A., Rearick, M. and Weiss, T. (2001). Teacher development and action research: findings from six years of action research in schools. In J. Rainer and E. Guyton (Eds.), *Research on the effects of teacher education on teacher performance: Teacher Education Yearbook IX*. Dubuque, IA: Kendall/Hunt Publishing Company.

23. Feldman, A. and Minstrell, J. (2000). Action research as a research methodology for the study of the teaching and learning of science. In E. Kelly and R. Lesh (Eds.), *Handbook of research design in mathematics and science education*. Mahwah, NJ: Lawrence Erlbaum Associates.

24. Feldman, A. (1995). The institutionalization of action research: The California "100 Schools" project. In S. Noffke and R. Stevenson (Eds.), *Educational action research: becoming practically critical*. NY: Teachers College Press.

25. Feldman, A. and Atkin, J. (1995). Embedding action research in professional practice. In S. Noffke and R. Stevenson (Eds.), *Educational action research: becoming practically critical*. NY: Teachers College Press.

BOOK REVIEWS:

1. Feldman, A. (2001). [Review of the book *Qualitative and action research: A practitioner handbook*]. *Teachers college record*, *103*(1), 90-93.

2. Feldman, A. (2001). [Review of the book *Introduction to action research: Social research for social change*]. *Contemporary psychology, 46*(1), 37-39.

BOOKS:

1. Feldman, A., Altrichter, H., Posch, P. and Somekh, B. (2018). *Teachers investigate their work: An introduction to action research across the professions, 3rd Edition*. Taylor & Francis.

2. Altrichter, H., Feldman, A., Posch, P. and Somekh, B. (2007) *Teachers investigate their work: An introduction to action research across the professions, 2nd Edition*. Routledge.

EDITED BOOKS:

1. Stratton, S., Hagevik, R., Feldman, A. and Bloom, M. (Eds.) (2015). *Educating Science Teachers for Sustainability*. NY: Springer.

2. Feldman, A., Mason, C., and Goldberg, F. (1993). *Action research: Reports from the field, 1992-93*. San Diego: Center for Research in Mathematics and Science Education.

3. Feldman, A., Mason, C., and Goldberg, F. (1992). *Action research: Reports from the field, 1991-92*. San Diego: Center for Research in Mathematics and Science Education.

PROCEEDINGS:

1. Feldman, A. and Rowell, L. (2018). Publishing Action Research – Field Notes. Proceedings of the Annual Conference of the Action Research Network of the Americas, June 16-18, Knoxville, TN.

2. Vernaza- Hernández, V., & Feldman, A. (2015). The development of global competancy among engineering and science graduate students. In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto, & K. Hahl (Eds.), *Science Education Research: Engaging Learners for a Sustainable Future (Proceedings of ESERA 2015)*. Helsinki, Finland: ESERA.

3. Feldman, A. and Bennett, K. (2015). *Teacher leaders and the pursuit of justice in urban schools*. Proceedings of The International Conference on Poverty, Globalization and Schooling: A Holistic Approach, February 26-28, Orlando, FL, pp. 199-208.

4. Verbyla, M., Naughton, C. C., Feldman, A., Vernaza-Hernandez, V., Brandt, M. E., Trotz, M., . . . Mihelcic, J. R. (2014, June 14). *Using Social Media to Create a Global Community of Sustainability-Engaged Students*. Proceedings of the ASEE International Forum, Indianapolis, IN.

5. Feldman, A., Ozalp, D., Alshehri, F., Chapman, A. and Vernaza-Hernandez, V. (2013). *The Impact of an REU and RET Program on Participants' Scientific Research Skills*. Proceedings of the Annual meeting of NARST, April 6-9, Rio Grande, Puerto Rico.

6. Tallman, K.A. and Feldman, A. (2013). *Preservice Science Teachers Sharing of Knowledge and Understanding in a Journal Club*. Proceedings of the Annual meeting of NARST, April 6-9, Rio Grande, Puerto Rico.

7. Feldman, A. and Özalp, D. (2012). *Learning to do research in a Research Experience for Undergraduates (REU) program*. Proceedings of the Annual meeting of NARST, March 25-28, Indianapolis, IN.

8. Beatty, I.D. and Feldman, A. (2009). *Illuminating teacher change and professional development with CHAT*. Proceedings of the Annual Meeting of the National Association for Research in Science Teaching, April 18-21, 2009, Garden Grove, CA.

9. Beatty, I.D., Feldman, A., Lee, H., St. Cyr, K., Harris, R., Leonard, W.J., and Gerace, W.J. (2008). *Teacher learning of technology-enhanced formative assessment*. Proceedings of the Annual Meeting of the National Association for Research in Science Teaching, March 30-April 2, 2008, Baltimore, MD.

10. Feldman, A., Divoll, K. and Rogan-Klyve. A. (2007). *Learning to do science: Implications for science teacher education*. Proceedings of the Annual Meeting of the Association for Science Teacher Education, January 6, 2007, Clearwater, FL.

11. Davidson, T., Feldman, A., Rogan-Klyve, A. and Divoll, K. (2006). *Science teacher learning through legitimate participation in scientific research*. Proceedings of the Annual Meeting of the Association for Science Teacher Education, January 12-15, 2006, Portland, OR.

12. Feldman, A. (2006). *Continuous formative assessment for the development of new science teachers*. Proceedings of the Annual Meeting of the Association for Science Teacher Education, January 12-15, 2006, Portland, OR.

13. Feldman, A. (2005). *Transformations in teachers' ways of being*. Proceedings of the First International Congress of Qualitative Inquiry, May 5-7, 2005, Urbana-Champaign, IL.

14. Feldman, A. & Davidson, T. (2005). *Talking about doing science: Scientists' and engineers' conceptions of the nature of science*. *Proceedings of the Annual Meeting of the National Association for Research in Science Teaching*, April 2005, Dallas, TX.

15. Capobianco, B., & Feldman, A. (2004, March 14-15, 2004). *Summer/fall certification option: a working model for science and math teacher preparation*. Paper presented at the Teacher Preparation Principal Investigator Conference, Arlington, VA.

16. Feldman, A. (2002) *Bec(o/a)ming a teacher educator*. The Fourth International Conference on Self-Study of Teacher Education Practices, East Sussex, UK.

17. Feldman, A. (2001). An existential approach to science teaching and learning. In W. F. McComas (ed.) *Proceedings of the 6th International History, Philosophy and Science Teaching Group meeting*. (Denver, USA). [File 1 on CD ROM]. Available from the International History, Philosophy and Science Teaching Group, IHPST.ORG.

18. Feldman, A. (2000). *Searching for lost time: time, teacher education, and the millennium***.** Proceedings of the Third International Conference on the Self-Study of Teacher Education Practices, July 23-27, 2000, East Sussex, England.

19. Feldman, A. and Rearick, M. (1998). *Ways of knowing and of being teacher educators*. Proceedings of the Second International Conference On The Self-Study Of Teacher Education Practices, August 16-20, 1998, East Sussex, England.

20. Feldman, A. (1997). *Coming to understand teaching as a way of being: Teachers as knowers, reasoners, and understanders*. Proceedings of the Second International Conference on Teacher Education, July 1-4, 1996, Netanya, Israel.

21. Feldman, A. (1995). Science teacher's collaborative action research: Cost effective professional development for developing countries. In A. Hofstein, B. Eylon, and G. Giddings (Eds.). *Science education: from theory to practice*. Proceedings from the International Conference on Science Education in Developing Countries: From Theory to Practice. January 1993, Jerusalem, Israel. Rehovot, Israel: The Weizmann Institute of Science.

22. Feldman, A. (1995). Reconstructing the image of science teachers in the teaching and learning of the history and philosophy of science. In F. Finley, D. Allchin, D. Rhees, and S. Fifield (Eds.). *Proceedings of the Third International History, Philosophy and Science Teaching Conference*, October 29-November 1, 1995, Minneapolis, MN.

23. Feldman, A. (1993). Illuminating the role of physics teachers in the development and use of laboratory activities in high school physics. In R. Peterson, K. Johnson and J. Hansberger (Eds.). *Proceedings of Lab Focus '93*. August 5-7, 1993, Boise, Idaho.

OTHER PUBLICATIONS:

1. Han, H., Vomvoridi-Ivanović, E. & Jacobs, J, (2017). Using collaborative self-study methods to explore culturally responsive pedagogy in higher education. *SAGE Research Methods Cases.* DOI: 10.4135/9781473959453

2. Galindo-Gonzalez, S., Berry, L., Cox, C., Edwards, A,. Ellingson, R., Feldman, A., Irani, T.A., Jones, J.W., Lambert, J., Lockhart, C., Mehallis, M., Ryan, J.G., (2011) *Florida Climate Change Education and Training*. State University System Cooperative Plan, Florida Climate Change Task Force. [Available online at http://floridaclimate.org/whitepapers/]

3. Feldman, A. and Capobianco, B. (2000). *Action research in science education*. ERIC Digest. Clearinghouse for Science, Mathematics, and Environmental Education.

4. NSTA (2010). *Position Statement: The Role of Research on Science Teaching and Learning*. Member of writing committee.
5. JSTE (2010). Guest co-editor with Brenda Capobianco of special issue of the *Journal of Science Teacher Education, 21*(8).

TECHNICAL REPORTS:

1. Sternheim, M., Feldman, A., Berger, J.B. and Zhao, Y. (Eds.) (2008). *Educating Tomorrow's Science Teachers: A report on a working conference on Alternative Certification for Science Teachers held May 5-7, 2006 in Arlington, VA.* Amherst, MA: University of Massachusetts. ED510609

2. Feldman, A., Galosy, J. and Mitchener, C. (2008). Research section. In *Educating Tomorrow's Science Teachers: A report on a working conference on Alternative Certification for Science Teachers,* Sternheim, M., Feldman, A., Berger, J.B. and Zhao, Y. (Eds.). Amherst, MA: University of Massachusetts.

3. Feldman, A. and Duncan, M. (2003). *STEM Connections Evaluation Report, 2002-03*. Amherst MA: STEM Ed Institute.

4. Feldman, A. and Capobianco, B. (1999). *STEMTEC Evaluation Report Fall 1998*. Amherst, MA: STEMTEC.

5. Feldman, A. (1999). *STEMTEC Interim Evaluation Report*. Amherst, MA: STEMTEC.

6. Feldman, A. and Kropf, A. (1997). *An evaluation of Minds-On Physics: an integrated curriculum for developing concept-based problem solving in physics*. Amherst, MA: PERG.

7. Feldman, A. (1997). *An evaluation study of the science curriculum of Mount Greylock Regional School District*.

8. Feldman, A. (1995). *Evaluative study of the 1994-1995 activities of the Consortium for the Improvement of Math and Science Teaching*.

9. Feldman, A. (1994). *Evaluative study of the 1993-1994 activities of the Consortium for the Improvement of Math and Science Teaching*.

10. Seidlecki, N. and Feldman, A. (1995). Evaluation of the Regional Science Resource Center at the Worcester Foundation for Experimental Biology.

NON-REFEREED (INVITED) PRACTITIONER JOURNALS

1. Feldman, A. (1988). Contemporary physics: A new physics program at GFS. *Studies in education*, 54, 16-20.

2. Feldman, A. (1985). Teaching in science classes about nuclear weapons and war. *Studies in education*, 50, 32-37.

3. Feldman, A. (1981). The need for science education. *Studies in education*, 42, 3-9.

CONFERENCE PAPERS AND PRESENTATIONS

1. Sherry; M.B., Agosto, V., Blank, J. Braun, A.M.B, Cain; L.K., Feldman, A., Jung, K.G., and Wolgemuth, J.R. (2020). *Five Ws + H of Methodologist*. Paper to have been presented at the Annual Meeting of the American Educational Research Association, APRIL 17-21, 2020, San Francisco, CA. Meeting cancelled due to COVID-19 pandemic.

2. Bradley, F. and Feldman, A. (2020). *Exploring New Teacher Beliefs: Identity, Home Life, and Culture in the Classroom*. Paper to have been presented at the Annual Meeting of the American Educational Research Association, APRIL 17-21, 2020, San Francisco, CA. Meeting cancelled due to COVID-19 pandemic.

3. Feldman, A. (2020). *Physics in Climate Change Education*. Invited presentation at the Winter Meeting of the American Association of Physics Teachers (AAPT), January 18-21, Orlando, FL.

4. Rosengrant, D., Hensberry, K., Gunn, A.M., Feldman, A. Sears, R., and Ivey, J. (2020). *Infusing Culturally Responsive Practices into Physics/STEM Teacher Preparation Programs*. Poster presentation at the Winter Meeting of the American Association of Physics Teachers (AAPT), January 18-21, Orlando, FL.

5. Laux, K. and Feldman, A. (2020). *The Role of Caring in the Inclusion of Student Voice in High School Science Classrooms*. Paper presented at the Annual Meeting of the Association for Science Teacher Education (ASTE), January 9-1, San Antonio, TX.

6. Feldman, A., Alsultan, J., Rice, M., Henderson, M., Ergas, S. and Ghebremichael, K. (2020). *The Effects on Students and Their Teacher of Authentic Research in Collaboration With a University Research Team on the Design and Use of Biosand Filters*. Paper presented at the Annual Meeting of the Association for Science Teacher Education (ASTE), January 9-1, San Antonio, TX.

7. Arthur, S. and Feldman, A. (2020). *Function of the University Mentor Supervisor in Promoting Social Equity Awareness, Advocacy, and Activism With Secondary Science Preservice Teacher Interns*. Paper presented at the Annual Meeting of the Association for Science Teacher Education (ASTE), January 9-1, San Antonio, TX.

8. Bradley, F. and Feldman, A. (2020). *Expressing, Exploring, and Developing Beliefs About High-Need STEM Classrooms Through Collaborative Action Research*. Paper presented at the Annual Meeting of the Association for Science Teacher Education (ASTE), January 9-1, San Antonio, TX.

9. Feldman, A., Alsultan, J., Rice, M., Henderson, M., Yang, X., Ergas, S. and Ghebremichael, K. (2019). *Becoming Scientists: The Participation of High School Students and teachers in Authentic Science Experience with Biosand Filters*. Paper presented at the Annual Meeting of the Florida Education Research Association (FERA), November 13-15, St. Petersburg, FL.

10. Feldman, A., Nation, M. and Laux, K. (2019). *Collaborative Action Research for Climate Change Education*. Paper presented at the Annual Meeting of the Collaborative Action Research Network (CARN), October 17-19, Split, Croatia.

11. Wolgemuth, J. … Feldman, A. … and Blank, J. (2019). *Methodologists: Who needs them? Labels and the Power and Privilege to Teach Qualitative Research*. Presentation of the Annual TQR Conference, January 16-18, Fort Lauderdale, FL.

12. Feldman, A., Nation, M., and Laux, K . (2019). *The Effects of Extended Action Research-Based Professional Development on the Teaching of Climate Science*. Paper presented at the Annual Meeting of the Association for Science Teacher Education (ASTE), January 3-5, 2019, Savannah, GA.

13. Katie, L. and Feldman, A. (2019). *Action Research for the Inclusion of Student Voice in the Middle and High School Science Classroom*. Paper presented at the Annual Meeting of the Association for Science Teacher Education (ASTE), January 3-5, 2019, Savannah, GA.

14. Bradley, F. and Feldman, A. (2019). *Exploring New Teacher Beliefs: Identity, Homelife, and Culture in the Classroom*. Paper presented at the Annual Meeting of the Association for Science Teacher Education (ASTE), January 3-5, 2019, Savannah, GA.

15. Arthur, S.A., Haraf, S.J., MacDonald, A.L. and Feldman, A. (2018). *A view from the inside: Doctoral students' investigation of our professors' beliefs about the nature and practice of preservice teacher education*. Paper presented at the Annual Meeting of the Florida Educational Research Association, November 14-16, St. Petersburg, FL.

16. Feldman, A., Nation, M., Laux, K., Besalti, M., and Smith , G. (2018). *Collaborative Action Research for the Improvement of the Teaching of Climate Science*. Paper presented at the Annual Meeting of the Action Research Network of the Americas, June 28-30, San Diego, CA.

17. Feldman, A. and Bradley, F. (2018). *Self-Study and Knowledge Democracy: A Co-Autoethnographic Exploration*. Paper presented at the Annual Meeting of the American Educational Research Association, April 13-17, 2018, New York, NY.

18. Bradley, F. and Feldman, A. (2018). *STEM-ing the tide of RISE-ing teacher attrition through a collaborative action research internship*. Poster presented at the Annual Meeting of the American Educational Research Association, April 13-17, 2018, New York, NY.

19. Nation, M.T., Feldman, A., Smith, G. (2018). *Teachers' Beliefs About Climate Change Influence Their Instruction, Student Understanding, and Willingness to Take Action*. Paper presented at the Association for Science Teacher Education Conference (ASTE), January 3-6, 2018, Baltimore, MD.

20. Laux, K., Davis, J., and Feldman, A. (2018). *The Impact of a Blended Professional Development Model on Panamanian Elementary Science Teachers***.** Paper presented at the Association for Science Teacher Education Conference (ASTE), January 3-6, 2018, Baltimore, MD.

21. Bradley, F. and Feldman, A. (2018). *RISE-ing to the Occasion: Collaborative Action Research to Improve STEM Teacher Recruitment, Preparation, and Retention*. Paper

presented at the Association for Science Teacher Education Conference (ASTE), January 3-6, 2018, Baltimore, MD.

22. Nation, M.T., Feldman, A., Smith, G. (2017). How Teachers' Beliefs About Climate Change Influence Their Instruction and Resulting Student Outcomes. Paper presented at the American Geophysical Union Fall Meeting (AGU), December 11-14, 2017, New Orleans, LA.

23. Feldman, A., Verbyla, M., Naughton, C., Vernaza-Hernandez, V. and Prouty, C. (2017). *Educational Programs that Build Students' International Research Competence through Global Partnerships*. A paper presented at the Bi-Annual Meeting of the Association of Environmental Engineering and Science Professors, June 20-22, Ann Arbor, MI.

24. Feldman, A. and Bradley, F. (2017). *Interrogating the self to promote the democratic production, distribution, and use of knowledge*. Paper presentation at the Annual Meeting of the Action Research Network of the Americas, June 13-15, Cartagena, Colombia.

25. Bradley, F., Feldman, A., Bauman, S. and Arias, J. (2017). *The Problematic Use of Urban, Suburban, and Rural in Science Education*. Paper presented at the Annual Meeting of the American Educational Research Association, April 27-May 1, San Antonio, TX.

26. Bradely, F., Feldman, A., Bauman, S. and Arias, J. (2017). *What's in a name? The use of urban, suburban and rural in science education*. Paper presented at the Annual Meeting of the Association for Science Teacher Education, January 12-14, Des Moines, IA.

27. Feldman, A., Rowell, L. and Shosh, J. (2016). *Building Trust in Action Research*. Workshop at the annual meeting of the Collaborative Action Research Network, November 11-13, Lincoln, UK.

28. Ergas, S. and Feldman, A. (2016). *The Role of Mentoring Relationships in the Development of Novice Researchers*. Paper presentation at the Biennial Council on Undergraduate Research Conference, June 26-28, Tampa, FL.

29. Cook, K., Flanagan, T., and Feldman, A. (2016). *CHANGE-ing the Way You Teach About Climate Change.* Presentation at the Annual Meeting of the National Marine Educators Association, June 27-30, Orlando, FL.

30. Feldman, A. (2016). *Climate Change Narrative Game Education Project.* Invited presentation. April 14, East China Normal University, Shanghai, China.

31. Feldman, A. (2016). *US Education System and Formative assessment of learning.* Invited presentation. April 14, East China Normal University, Shanghai, China.

32. Feldman, A. (2016). *Formative assessment of learning and formative evaluation of teaching.* Invited presentation. March 22, The Technion – Israel Institute of Technology, Haifa, Israel.

33. Feldman, A. (2016). *Climate Change Narrative Game Education Project.* Invited presentation. March 21, Weizmann Institute, Rehovot, Israel.

34. Feldman, A. (2016). *Change: The Climate Change Narrative Education Project.* Invited presentation. March 20, The Technion – Israel Institute of Technology, Haifa, Israel.

35. Feldman, A. (2016). *Multiple Outcome Interdisciplinary Research and Learning through Participation in Research Communities of Practice*. Invited presentation. March 15, Ben Gurion University of the Negev, Beersheba, Israel.

36. Feldman, A. (2016). *Social justice, trust, and action research in an age of accountability*. Invited presentation, March 2, David Yellin College, Jerusalem, Israel.

37. Seis, D., Feldman, A. and Ergas, S. (2016). *Challenges of Implementing Effective Mentoring in Summer Research Experiences: Implications for Science Teacher Education*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 7-9, Reno, NV.

38. Nation, M., Feldman, A., Smith, G., Wang, P. and Lou, Y. (2016). *Uncovering High School Students' Knowledge and Beliefs about Climate Change to Inform the Development of Embedded Curriculum Materials*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 7-9, Reno, NV.

39. Feldman, A., Hagevik, R., Stratton, S.K. and Bloom, M. (2016). *Teaching Science Teachers for Sustainability.* Experiential session at the Annual Meeting of the Association for Science Teacher Education, January 7-9, Reno, NV.

40. Rowell, L. Balogh, R., Feldman, A., Ledwith, M. and Rönnerman, K. (2015). *Introducing a New Resource: The Palgrave International Handbook of Action Research*. Presentation at the annual meeting of the Collaborative Action Research Network, November 6 – 8, November 2, Braga, Portugal.

41. Feldman, A. (2015). *Trust in action research*. Presentation at the annual meeting of the Collaborative Action Research Network, November 6 – 8, November 2, Braga, Portugal.

42. Feldman, A. (2015). *Education for Sustainability & Implications for Capacity Building in the Developing World.* Invited presentation at UNESCO-IHE, October 16, Delft, Netherlands.

43. Feldman, A., Bennett, K. and Vernaza-Hernandez, V. (2015). A Framework for understanding the pursuit of justice in urban schools. Paper presentation at the European Conference on Educational Research, September 8 – 11, Budapest, Hungary.

44. Feldman, A. and Vernaza-Hernandez, V. (2015). The Development of Global Competency Among Science and Engineering Graduate Students. Presentation at the European Conference on Educational Research, September 8 – 11, Budapest, Hungary.

45. Hagevik, R. and Feldman, A. (2015). *Educating Science Teachers for Sustainability*. Presentation at the European Conference on Educational Research, September 8 – 11, Budapest, Hungary.

46. Vernaza-Hernandez, V. and Feldman, A. (2015). *The value of international experiences in the development of engineering and science graduate students' global competency*. Presentation at the Bi-Annual Meeting of the European Science Education Research Association, August 31 – September 4, Helsinki, Finland.

47. Smith, G.G., Lou Y., Feldman, A., Wang, P. (2015, July). *Science fiction novels with games for learning climate change science*. Annual meeting of EduLearn, Barcelona, Spain.

48. Vernaza-Hernandez, V. and Feldman, A. (2015). *The Value of International Experiences in the Development of Engineering Students' Global Competency*. Poster presentation at the Annual Meeting of the American Educational Research Association, April 16-20, Chicago, IL.

49. Keene, A., Flanagan, T., Leotta, A., Feldman, A., Smith, G., Lou, Y. and Nation, M. (2015). *CHANGE the Way You Teach Climate Change*. Presentation at the Annual Conference of the Florida Marine Science Educators Association, April 30-May3, Tampa, FL.

50. Bennett, K. and Feldman, A. (2015). *Justice in the Schoolhouse: Teacher Leaders at the Intersection of Justice, Responsibility, and Belief*. Paper presentation at the Annual Meeting of the American Educational Research Association, April 16-20 Chicago, IL.

51. Lou, Y., Smith, G., Feldman, A., Wang, P., Tanner, O., Davis, D., Nation, M. and Moon-Michel, L. (2015). *High School Student Interest and Learning of Climate Change Science via Local, Place-Based Narrative Games*. Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 11-14, Chicago, IL.

52. Feldman, A. (2015). *Meet Journal Editors: Journal Talks 5: Educational Action Research*. Presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 11-14, Chicago, IL.

53. Wyatt, G. and Feldman, A. (2015). *Dynamic Mentoring: Changing Mentoring Styles in a Summer Research Experience for Undergraduates*. Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 11-14, Chicago, IL.

54. Ozalp, D. and Feldman, A. (2015). *Science Teachers' Understandings of Science Practices: The Effect of an Environmental Engineering Research Experience*. Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 11-14, Chicago, IL.

55. Feldman, A. and Bennett, K. (2015). *Teacher leaders and the pursuit of justice in urban schools*. Paper presented at The International Conference on Poverty, Globalization and Schooling: A Holistic Approach, February 26-28, Orlando, FL.

56. Smith, G. G., Feldman, A., Lou, Y., Tanner, O. D., & Wang, P. (2015, January 20-23). *eBooks with Computer Games: Sci-Fi Teaches Climate-Change Science* Paper presented at the FETC, Orlando, FL.

57. Tanner, O., Lou, Y., Wang, P., Feldman, A., Davis, D., Moon-Michel, L., Smith, G., and Nation, M. (2015). *Use of Game-Based Learning to Teach Next Generation Science and Engineering Practices*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 7-10, Portland, OR.

58. Bloom, M., Stratton, S., Hagevik, R., Feldman, A., Jin, H., O'Brien, G., Tippins, D., and Wyner, Y. (2015). *Educating Science Teachers for Sustainability: Lessons Learned in the Production of an ASTE Sponsored Volume*. Presentation at the Annual Meeting of the Association for Science Teacher Education, January 7-10, Portland, OR.

59. Lee, H. and Feldman, A. (2015). *Students' Learning at Science Exhibits of Light, Waves, and Gravity*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 7-10, Portland, OR.

60. Finson, K., Olson, J., Emig, B., Krockover, G., Lee, H., Feldman, A. and Bodzin, A. (2015). *Applications of Visual Data in the Science Classroom*. Presentation at the Annual Meeting of the Association for Science Teacher Education, January 7-10, Portland, OR.

61. Tallman, K. and Feldman, A. (2015). *The Role of Journal Clubs in Pre and Inservice Teacher Education*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 7-10, Portland, OR.

62. Feldman, A., Nation, M., Flanagan, T. and Keene, A. (2014). *CHANGE the way you teach Climate Change: The Link Between Red Tide and Climate Change*. Workshop presentation at the NSTA Regional Meeting, November 7, Orlando, FL.

63. Feldman, A., Bennett, K., and Vernaza-Hernandez, V. (2014). *Photovoice as an Action Research Method in the Development of Teacher Leaders*. Paper presented at the Tenth Congress of Qualitative Inquiry, May 20-23, University of Illinois at Urbana-Champaign.

64. Feldman, A. and Bennett, K. (2014). *Responsible action research for the pursuit of justice*. Paper presented at the annual meeting of the Collaborative Action Research Network, October 31-November 2, Gateshead, UK.

65. Feldman, A. (2014). *Multiple outcome interdisciplinary research and learning*. Paper presented at the annual meeting of the Collaborative Action Research Network, October 31-November 2, Gateshead, UK.

66. Verbyla, M., Naughton, C. C., Feldman, A., Vernaza-Hernandez, V., Brandt, M. E., Trotz, M., . . . Mihelcic, J. R. (2014, June 14). *Using Social Media to Create a Global Community of Sustainability-Engaged Students*. Paper presented at the ASEE International Forum, Indianapolis, IN.

67. Lee, H. and Feldman, A. (2014). *Students' Attitudes and Understandings about Science in their Field Trip to Laser Interferometer Gravitational-wave Observatory*. Poster presentation at the 224th Meeting of the American Astronomical Society, June1-5, Boston, MA,

68. Feldman, A. (2014). *Research education of new scientists. Invited presentation*. May 6, ICT-Prague, Prague, Czech Republic.

69. Feldman, A. (2014). *Multiple Outcome Interdisciplinary Research and Learning (MOIRL): A model for K-12, University, and Community Partnerships*. Invited presentation to the Integrative Biology Department Seminar, College of Arts and Sciences, University of South Florida, April 24.

70. Han, H.S., Jacobs, J., Karanxha, Z., Feldman, A., Vomvoridi-Ivanovic, E., Lypka, A. and Topdomir, C. (2014). *Culturally Responsive Pedagogy in Higher Education: A Collaborative Self-Study*. Paper presentation at the Annual Meeting of the American Educational Research Association, April 3-6, Philadelphia, PA.

71. Feldman, A. and Özalp, D. (2014). *Research Experiences for Teachers: Proposed Relationships Between Elements of the Experience and Positive Outcomes*. Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, March 30-April 2, Pittsburgh, PA.

72. Chapman, A., Feldman, A., Alshehri, F., Özalp, D., and Vernaza-Hernandez, V. (2014). *Effects of an Authentic Science Experience on the Science Identities of Marginalized High School Students*. Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, March 30-April 2, Pittsburgh, PA.

73. Smith, G., Feldman, A. and Lou, Y. (2014). *eBooks with Computer Games for Climate Change Narrative Game Education (CHANGE)*. Presentation at the Annual Meeting of FETC, January 28-31, Orlando, FL.

74. Özalp, D., Feldman, A., Chapman, A., Alshehri, F. and Vernaza-Hernandez, V. (2014). *Science teachers' understandings of science practices in a summer Research Experiences for Teachers (RET) program*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 15-18, San Antonio, TX.

75. Liebelt, M., Feldman, A., Özalp, D., Alshehri, F., Vernaza-Hernandez, V., and Chapman, A. (2014). *The ability of students' in an undergraduate research experience to engage in the next generations science standards' science practices: Implications for science teacher education*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 15-18, San Antonio, TX.

76. Chapman, A., Feldman, A., Alshehri, F., Özalp, D., and Vernaza-Hernandez, V. (2014). *Effects of an authentic science experience on high school students' perceptions and learning of science practices*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 15-18, San Antonio, TX.

77. Feldman, A., Lou, Y., Smith, G., Wang, P. and Siegel, P. (2013). *The Climate Change Narrative Game Education (CHANGE) Project*. Poster presentation at the Sea Level Rise Summit: Resilience in the Face of Change, October 16-18, Ft. Lauderdale, FL.

78. Feldman, A. (2013). *Multiple Outcome Interdisciplinary Research and Learning (MOIRL): A model for K-12, University, and Community Partnerships for Sustainability*. Invited presentation at the IDEA Conference 2013: Focus on Sustainable Energy, October 14, University of South Florida, Tampa, FL.

79. Feldman, A., Lou, Y., Smith, G., Wang, P. and Siegel, P. (2013). *Coastal Areas Climate Change Education (CACCE) Partnership*. Poster presentation at the 2013 Climate Change Education Principal Investigators Meeting, October 7-9, Arlington, VA.

80. DiCicco, M. and Feldman, A. (2013). *Using Photo-elicitation to Uncover Noyce Fellow's Concerns about Interning*. Poster presentation at the Eighth Annual NSF Robert Noyce Teacher Scholarship Program Conference, May 29-31, Washington, DC

81. Herman, B.C., Feldman, A., and Vernaza-Hernández, V (2013). Secondary Science Teachers' and Students' Climate Change Conceptions and Teachers' Climate Change Teaching Practices. Poster presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 6-9, Rio Grande, Puerto Rico.

82. Vernaza-Hernandez, V., Feldman, A., Alshehri, F., Chapman, A., and Özalp, D. (2013). *An Authentic Climate Change Research Experience for Secondary Students at the Camuy Cave, Puerto Rico*. Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 6-9, Rio Grande, Puerto Rico.

83. Feldman, A., Özalp, D., and Alshehri, F. (2013). *The impact of an REU and RET program on participants' scientific research skills*. Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 6-9, Rio Grande, Puerto Rico.

84. Tallman, K. and Feldman, A. (2013). *Preservice Science Teachers Sharing of Knowledge and Understanding in a Journal Club.* Paper presentation at the Annual Meeting of the National Association for Research on Science Teaching, April 6-9, Rio Grande, Puerto Rico.

85. Vernaza-Hernández, V., Feldman, A., & Gilbes-Santaella, Fernando. (2013, March). *The Experience of a Collaborative Partnership to Improve the Education about Climate Change in Puerto Rico.* Paper presented at the XII Puerto Rican Congress on Research in Education. San Juan, Puerto Rico.

86. Gilbes, F., Ryan, J. G., Feldman, A. and Muller-Karger, F. (2013). *Improving climate change education in the Caribbean region*. Paper presentation at the Annual Meeting of the Southeastern Section of the Geological Society of America, March 20-21, San Juan, PR.

87. Herman, B., Feldman, A., Vernaza-Hernandez, V. (2013. *Preventing Perpetuating Naïveté: Secondary Science Teachers' and Students' Climate Change Misconceptions and Efforts to Allay those Misconceptions*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 9-12, Charleston, SC.

88. Chapman, A.M., Feldman, A., Halfhide, T., Ergas, S., Alshehri, F., Ozalp, D. and Vernaza-Hernandez, V. (2013). *An Investigation of an Algal Biofuel Project as an Authentic Science Experience for Urban High School Students*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 9-12, Charleston, SC.

89. Vernaza-Hernandez, V., Feldman, A., Onac, B., Chapman, A., Ozalp, D., Alshehri, F., and Millan-Otoya, J.C. (2013). *An Authentic Climate Change Research Experience for Secondary Students at the Camuy Cave in Puerto Rico*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 9-12, Charleston, SC.

90. Kahn, S., Feldman, A., Cooke, M. (2013). Students with Disabilities in the Geological Sciences: Promoting Equity through Access, Self-efficacy, Autonomy, and Inquiry. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 9-12, Charleston, SC.

91. Feldman, A. (2012). *Research education of new scientists: Implications for UNESCO-IHE*. Invited presentation at UNESCO-IHE, August, 8, Delft, Netherlands.

92. Feldman, A. and Özalp, D. (2012). *Learning to do research in a Research Experience for Undergraduates (REU) program*. Paper presentation at the Annual meeting of NARST, March 25-28, Indianapolis, IN.

93. Herman, B., Feldman, A., Vernaza- Hernández, V, and Plank, L. (2012). *A climate change education partnership's efforts to research and improve coastal regions' climate change education*. Poster at the Annual meeting of NARST, March 25-28, Indianapolis, IN.

94. Feldman, A., Herman, B., Vernaza- Hernández, V., Ryan, J., Muller-Karger, F. and Gilbes, F. (2012). *Coastal climate change education, mitigation, and adaptation in the natural and built environments: Progress of the Coastal Areas Climate Change Education Partnership*. Paper presentation at the Annual Meeting of the Florida Academy of Sciences, March 16-17, Tampa, FL.

95. Vernaza-Hernández, V., Onac, B., Feldman, A., Chapman, A., Özalp, D., Alshehri, F. and Millán, J.C. (2012). *Integration of Middle and High School Students in an Authentic*

Climate Change Research Experience at the Camuy Cave in Puerto Rico. Poster at the Research that Matters Conference. University of South Florida, March 7, Tampa, FL.

96. Meisels, G., Muller-Karger, F., Feldman, A. and Ryan, J. (2012). *Communicating sea level rise.* Ocean Sciences Meeting, February 20-24, Salt Lake City, UT.

97. Tallman, K. and Feldman, A. (2012). *Journal Clubs as a Way to Bridge the Theory/Practice Gap in Science Teacher Education*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 4-7, Clearwater, FL.

98. Lee, H. and Feldman, A. (2012). *Science Teacher Discourse When Using Photographs and Classroom Response Systems in Discussion-Oriented Pedagogy in the Teaching of Astronomy*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 4-7, Clearwater, FL.

99. Feldman, A., Chapman, A., Özalp, D., Vernaza- Hernández, V., and Alshehri, F. (2012). *The effects of middle school students' participation in a stormwater retention pond research activity on their understandings of science and environment, attitudes toward science, and use of technology*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 4-7, Clearwater, FL.

100. Herman, B., Feldman, A, Reynolds, C.J., Plank, L. Vernaza- Hernández, V, and Chapman, A. (2012). *Facilitating Coastal Climate Change Education, Mitigation, and Adaptation in the Natural and Built Environments: Progress of the Coastal Areas Climate Change Education (CACCE) Partnership*. Paper presentation at the Annual Meeting of the Association for Science Teacher Education, January 4-7, Clearwater, FL.

101. Feldman, A., Herman, B. Vernaza-Hernández, V., Ryan, J.G., Muller-Karger, F.E., and Gilbes, F. (2011). Coastal Climate Change Education, Mitigation, and Adaptation in the Natural and Built Environments: Progress of the Coastal Areas Climate Change Education Partnership. Paper presentation at the Annual Meeting of the American Geophysical Union, December 5-9, San Francisco, CA.

102. Schrader, G., Feldman, A. and Trotz, M. (2011). Engineering education response to climate change: Adaptation, mitigation, and sustainability. Workshop at the Annual Meeting of the Association of Environmental Engineering and Science Professors, July 10-12, Tampa, FL.

103. Herman, B. C., Feldman, A. and Vernaza- Hernández, V. (2011). Breaking the Cycle of Naivety: A Science Teacher Education Program's Efforts to Educate Science Teachers about Methodological Pluralism and Climate Change Science. Presentation at the Annual Meeting of the Science Math Teaching Imperative, June 8-11, Portland, OR.

104. Feldman, A., Özalp, D., and Johnstone, S. (2011). Student Learning in a Research Experience for Undergraduates Program. Paper presentation at the Annual meeting of NARST, April 3-6, Orlando, FL.

105. Feldman, A. (2011). Challenges in climate change education. Presentation at the Forum on Climate Change, February 22, Mayaguez, PR.

106. Muller-Karger, F., Ryan, J., Feldman, A., and Gilbes, F. (2011). The CACCE climate education partnership for the Southeast US and Caribbean Sea. Poster presentation at the 2011 ASLO Aquatic Sciences Meeting, February 13-18, San Juan, PR.

107. Morrell, P., Eick, C., Bell, R., Popejoy, K., Zeidler, D. and Feldman, A. (2011). *How to Get More Involved with ASTE*. Presentation at the Annual Meeting of the Association for Science Teacher Education, January 19-23, Minneapolis, MN.

108. Capobianco, B. and Feldman, A. (2011). *Teacher uncertainty and collaborative science teacher action research*. Paper presented at the Annual Meeting of the Association for Science Teacher Education, January 19-23, Minneapolis, MN.

109. Feldman, A., Capobianco, B., Cullen, T., Lebak, K., Subramaniam, K., Megowan-Romanowicz, C., Akerson, V., Hanson, D., Tinsley, R., and Goodnough, K. (2011). *Action Research in Science Teacher Education*, Symposium presented at the Annual Meeting of the Association for Science Teacher Education, January 19-23, Minneapolis, MN.

110. Feldman, A. (2010). *Becoming Researchers: The participation of undergraduate and graduate students in scientific research groups*. An invited presentation at the Technion, December 22, 2010, Haifa, Israel.

111. Feldman, A. (2010). *Environmental grand challenges*. USF Faculty Panel at Dedication of School of Global Sustainability, USF, February 11-12, 2010.

112. Abell, S., Akerson, V., Feldman, A., Moore-Mensah, F., Munford, D., Friedrichsen, P., Smith, D. and Zembal-Saul, C. (2010). *Mentoring Doctoral Researchers: Stories from the NARST Summer Research Institute*. Symposium presentation at the Annual Meeting of the National Association for Research in Science Teaching, March 21-24, 2009, Philadelphia, PA.

113. Lee, H. and Feldman, A. (2010). *Using Photographs in Discussion-Oriented Pedagogy*. Poster presentation at the Annual Meeting of the National Association for Research in Science Teaching, March 21-24, 2009, Philadelphia, PA. (Not presented due to illness.)

114. Michalchik , V., Cartwright, T., Coulter, B., Feldman, A. and Pirog, K. (2010). *Teacher's Experience in Informal STEM Settings: What Lessons Can We Learn?* Symposium presentation at the Annual Meeting of the National Association for Research in Science Teaching, March 21-24, 2009, Philadelphia, PA.

115. Tallman, K. and Feldman, A. (2010) *How Does Being in a Journal Club Improve My Understanding of the Skills and Knowledge of Educational Research?* Poster presentation at the Annual Meeting of the National Association for Research in Science Teaching, March 21-24, 2009, Philadelphia, PA.

116. Feldman, A., Cooke, M. and Schupack, S. (2010). *The Use of the Deformational Sandboxes as a Model to Teach Inquiry in Schools for the Deaf*. Paper accepted for presentation at the Annual Meeting of the Association for Science Teacher Education, Sacramento, CA. January 14-16. (Published abstract, paper not presented due to illness.)

117. Capobianco, B., Feldman, A., Pirog, K. and Flick, L. (2010) New Pathways in STEM Teacher Education: Examining the Role of Engineering in Science Teacher Education. Seminar presentation at the Annual Meeting of the Association for Science Teacher Education, Sacramento, CA. January 14-16. (Published abstract)

118. Feldman, A. and Pirog, K. (2009). Engineering design and science research in after-school STEM clubs: Student outcomes. Paper presented at the Annual Meeting of the Southeastern Association for Science Teacher Education, October 9-10, 2009, Kennesaw, GA.

119. Weizman, A., Lee, H., Schur, Y., Feldman, A. (2009). Promoting Dialogic Discussions with a Technology-Based Pedagogy. Paper presented at the Annual Meeting of the European Science Education Research Association, August 31st - September 4th, 2009 Istanbul, Turkey.

120. Beatty, I.D. and Feldman, A. (2009). Illuminating teacher change and professional development with CHAT. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 18-21, 2009, Garden Grove, CA.

121. Pirog, K. and Feldman, A. (2009). The nature of science in afterschool science: The development of two new instruments. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 18-21, 2009, Garden Grove, CA.

122. Lee, H.J., Feldman, A. and Beatty, I.D. (2009). Teachers' Implementation of Classroom Response System To Perform Formative Assessment in Secondary Science/Math Classes. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 18-21, 2009, Garden Grove, CA.

123. Feldman, A. and Weiss, T. (2009). Understanding Identity Change through Collaborative Action Research: A CHAT Analysis**.** Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 18-21, 2009, Garden Grove, CA.

124. Feldman, A. (2009). Technology-Enhanced Formative Assessment plus Thinking Journey: An Innovative Approach to Science Teaching and Learning, An Invited Presentation at the University of South Florida, Tampa, FL, January 16, 2009.

125. St. Cyr, K. E., Beatty, I., Feldman, A., Gerace, W., and Leonard, W. (2009). *Teacher Change Facilitated by Sustained School Situated Professional Development: Exemplar Learning of Technology Enhanced Formative Assessment (TEFA).* Paper presented at the

Annual Meeting of the Association for Science Teacher Education, Hartford, CT, January 8-10. (Published abstract)

126. Pirog, K. and Feldman, A. (2009). From Science Teacher to Scientist. Paper presented at the Annual Meeting of the Association for Science Teacher Education, Hartford, CT, January 8-10. (Published abstract)

127. Lee, H. and Feldman, A. (2009). *Barriers and Affordances to Science and Math Teachers' Implementation of Technology Enhanced Formative Assessment***.** Paper presented at the Annual Meeting of the Association for Science Teacher Education, Hartford, CT, January 8-10. (Published abstract)

128. Feldman, A. (2008). *Technology-Enhanced Formative Assessment: An Innovative Approach to Science Teaching and Learning*. An Invited Presentation at The Hebrew University of Jerusalem, Jerusalem, Israel, November 12, 2008.

129. Feldman, A. and Pirog, K. (2008). *The nature of science in afterschool science: The development of two new instruments*. Paper presented at the Annual Meeting of the Northeast Section of the Association for Science Teacher Education, Milford, PA, October 15-17.

130. Feldman, A. (2008). *Interdisciplinary scientific research to understand how people learn to be scientists*. Presentation at the University of Massachusetts Amherst School of Education Centennial, Amherst, MA, June 13-14.

131. Harris, R., Lee, H., St. Cyr, K., Beatty, I., Feldman, A., Gerace, W. and Leonard, W. (2008). *Technology-enhanced formative assessment: A study of teacher change*. Presentation at the University of Massachusetts Amherst School of Education Centennial, Amherst, MA, June 13-14.

132. Feldman, A., Beatty, I.D., Leonard, W.J. and Gerace, W.J. (2008). *Technology-enhanced formative assessment: an innovative approach to the teaching and learning of science*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 24-28.

133. Beatty, I.D., Feldman, A., Leonard, W.J. (2008). *Teaching with Classroom Response Technology ("Clickers").* Presentation at the National Conference of the National Science Teachers Association, Boston, MA, March 27-30, 2008.

134. Beatty, I.D., Feldman, A., Lee, H., St. Cyr, K., Harris, R., Leonard, W.J., and Gerace, W.J. (2008). *Teacher learning of technology-enhanced formative assessment*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, March 30-April 2, 2008, Baltimore, MD.

135. Feldman, A. and Pirog, K. (2008). *STEM RAYS: Authentic Science Inquiry in Out-of-School Time Science Clubs.* Paper presented at the Annual Meeting of the Association for Science Teacher Education, St. Louis, MO, January 10-12, 2008. (Published abstract)

136. Beatty, I.D., Gerace, W.J., Feldman, A. and Leonard, W.J. (2008). *Technology-Enhanced Formative Assessment: An Innovative Approach to Student-Centered Science Teaching*. Paper presented at the Annual Meeting of the Association for Science Teacher Education, St. Louis, MO, January 10-12, 2008. (Published abstract)

137. Feldman, A. (2007). *Learning to do science*. Invited talk at The Weizmann Institute of Science. Rehovot, Israel, December 24, 2007.

138. Feldman, A. (2007). *Learning to do science*. Invited talk at The Hebrew University of Jerusalem. Jerusalem, Israel, December 19, 2007.

139. Feldman, A. (2007). *Learning to do science*. Invited talk at Haifa University. Haifa, Israel, November 8, 2007.

140. Feldman, A., Rogan-Klyve, A. and Divoll, K.A. (2007). *Translating Experience Into Practice: The Effect of Legitimate Peripheral Participation in Authentic Science on Classroom Practice*. Paper presented at the Annual Meeting of the National Association for Research on Science Teaching, New Orleans, LA, April 15-18, 2007.

141. Berger, J.B., Britton, T. Feldman, A., Galosy, J. A., Greenwood, A. and Sternheim, M.M. (20007). *Alternative Certification of Science Teachers: Findings from the NSF-funded STEM ACT conference*. Symposium at the Annual Meeting of the National Association for Research on Science Teaching, New Orleans, LA, April 15-18, 2007.

142. Feldman, A., Divoll, K. and Rogan-Klyve, A. (2007). *How Graduate Students Learn to Be Scientists: Implications for Science Education*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 9-13, 2007.

143. Feldman, A., Galosy, J. and Mitchener, C. (2007). Research on the Alternative Certification of Science Teachers. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, New York, NY, February 24-27, 2007.

144. Feldman, A., Divoll, K. and Rogan-Klyve, A. (2007). *Learning to do science: Implications for Science Teacher Education*. Paper presented at the Annual Meeting of the Association for Science Teacher Education, Clearwater, FL, January 6, 2007.

145. Britton, T., Cjakowski, J., Feldman, A., Galosy, J., Mitchener, C. and Sternheim, M. (2007). The Alternative Certification of Science Teachers: Findings From the NSF-Funded STEM ACT Conference. Symposium at the Annual Meeting of the Association for Science Teacher Education, Clearwater, FL, January 4-6, 2007.

146. Beatty, I. D., Leonard, W. J., Feldman, A. P., & Gerace, W. J. (2006). *Illuminating teacher learning of technology-enhanced formative assessment*. Contributed talk at the Summer Meeting of the American Association of Physics Teachers, Syracuse NY, Jul 22-26, 2007

147. Beatty, I. D., Leonard, W. J., Gerace, W. J. & Feldman, A. P. (2006). *Teacher learning of technology-enhanced formative assessment*. Contributed poster at the Summer Meeting of the American Association of Physics Teachers, Syracuse NY, Jul 22-26, 2007.

148. Feldman, A. (2006). *Learning to be a scientist: implications for science teacher education*. A paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 7-11.

149. Feldman, A. (2006). *Collaborative action research and changes in teachers' ways of being*. A paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 7-11.

150. Davidson, T., Feldman, A., and Rogan-Klyve, A. (2006). *The effects on teacher knowledge of legitimate participation in scientific research*. A paper presented at the Annual Meeting of the Association for Science Teacher Education, Portland, OR, January 12-15, 2006.

151. Davidson, T., Feldman, A., Rogan-Klyve, A. and Divoll, K. (2006). *Science teacher learning through legitimate Participation in scientific research*. A paper presented at the Annual Meeting of the National Association for Research on Science Teaching, San Francisco, CA, April 3-6, 2006.

152. Feldman, A. (2006). *Continuous formative assessment for the development of new science teachers.* A paper presented at the Annual Meeting of the Association for Science Teacher Education, Portland, OR, January 12-15, 2006.

153. Feldman, A. (2005). *Photovoice in Science Teacher Education*. A paper presented at the Northeastern Regional Meeting of the Association of Science Teacher Educators, Amherst, MA, October 27-28, 2005.

154. Feldman, A. (2005). *Transformations in teachers' ways of being*. A paper presented at the First International Congress of Qualitative Inquiry, Urbana-Champagne, IL, May 5-7, 2005.

155. Feldman, A. (2005). *Scientists at work: Scientific decision-making and its implications for scientific research in education*. Annual Meeting of the American Educational Research Association, April 11-15, 2005, Montreal, Canada.

156. Feldman, A. & Davidson, T. (2005). *The nature of science in practice: Beliefs of scientists, engineers and graduate students*. Annual Meeting of the American Educational Research Association, April 11-15, 2005, Montreal, Canada.

157. Feldman, A. & Davidson, T. (2005). *Talking about doing science: Scientists' and engineers' conceptions of the nature of science.* A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 2005, Dallas, TX.

158. Feldman, A. (2004). Teachers, responsibility and Action research. A paper presented at the Annual Meeting of the Collaborative Action Research Network, Malaga, Spain, November 6-7, 2004.

159. Yuretich, R., Ergas, S., Ahlfeld, D., Nuesslein, K., Feldman, A. (2004). *Environmental consequences of acidic drainage from Davis Pyrite Mine, Rowe, Massachusetts*. A paper presented at the 32nd International Geological Congress (32IGC), Florence, Italy, August 20-28, 2004.

160. Feldman, A. and Paugh, P. (2003). *The ethics of teacher-research: Promises and challenges*. Invited seminar, University of Massachusetts Amherst, November 13, 2003.

161. Feldman, A., Jean, J. and Wing, J. (2003). *Researching and teaching about the remediation of acid mine drainage*. Annual Fall Convention of the Massachusetts Association of Science Teachers. November 5- 7, 2003, Worcester, MA

162. Buydoso, C., Feldman, A., Glasser, M., Souza, J., and Yeamans, L. (2003). *Developing alternative* routes *to educational licensure and meeting high national standards …an oxymoron?* Panel discussion at the Fall Conference of the Massachusetts Association of Colleges of Teacher Education, November 7, 2003, Auburn, MA.

163. Feldman, A. (2003). *Reflections on recent and current research*. Invited seminar, Manchester Metropolitan University, Manchester, UK, October 21, 2003.

164. Feldman, A. (2003). *Formative assessment action research: A study of teacher learning by using technology*. Invited seminar, Sheffield Hallam University, Sheffield, UK, October 20, 2003.

165. Feldman, A., and Capobianco, B. (2003). *Real-Time Formative assessment: A study of teachers' use of an electronic response system to facilitate serious discussions about physics concepts*. A paper presented at the Annual Meeting of the American Educational Research Association, April 2003, Chicago, IL.

166. Feldman, A., Kropf, A., Veneman, V. (2003). *Formative Assessment Action Research: Using Technology to Increase Student Learning*. A presentation at the annual meeting of the National Science Teachers Association, March 2003, Philadelphia, PA.

167. Feldman, A., and Capobianco, B. (2003). *Formative Assessment Action Research: Teacher Learning in Action*. Annual meeting of the Association of Educators of Teachers of Science. January 2003, St. Louis.

168. Feldman, A. (2002). *How do we know when and how we have changed? An existential view of validity and value in Self-Study*. A paper presented at the Annual Meeting of the American Educational Research Association, April 2002, New Orleans, LA.

169. Feldman, A. (2002). *Teachers, responsibility and action research*. A paper presented at the Annual Meeting of the American Educational Research Association, April 2002, New Orleans, LA.

170. Feldman, A., and Capobianco, B. (2002). *Formative Assessment Action Research: A Study of Teacher Learning by Using Technology*. A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 2002, New Orleans, LA.

171. Feldman, A., Capobianco, B., Pedevillano, E. and Weiss, T. (2002). *Culture and Identity in a Science Teacher Education Reform Project*. A paper presented at the Annual Meeting of the American Educational Research Association, April 2002, New Orleans, LA.

172. Weiss, T., Feldman, A., Pedevillano, E., and Capobianco, B. (2002). *The implications of Culture and Identity: A Professor's Engagement with a Reform Collaborative*. A paper presented at the Annual Meeting of the American Educational Research Association, April 2002, New Orleans, LA.

173. Feldman, A. (2001). *Formative assessment action research*. Invited seminar. Hebrew University, Jerusalem, Israel. December 19, 2001

174. Feldman, A. (2001). *Action research for knowledge and understanding of the self and others*. Keynote address. MOFET Institute, Tel Aviv, Israel. December 20, 2001

175. Feldman, A. (2001). *Action research and teacher education*. Invited seminar. University of Haifa, Haifa, Israel. December 25, 2001.

176. Feldman, A. (2001). *Improving teacher education through program evaluation and action research*. An invited workshop at the MOFET Institute, Tel Aviv, Israel. December 20-21, 2001.

177. Feldman, A. (2001). *An Existential Approach to Science Teaching and Learning*. A paper presented at the Sixth International History, Philosophy & Science Teaching Conference, November 2001, Denver, CO.

178. Feldman, A. (2001). *A response to James Gee*. Paper presentation at Crossing Borders: Connecting Science and Literacy, an Invitational Conference on Science and Literacy, August, 2001, Baltimore, MD.

179. Capobianco, B., Cunha, M., Emery, C., Feldman, A., Huguenin, E., Kropf, A., Rappold, A., and Venemen, V. (2001). *A FAAR look at improving physics education -- formative assessment action research*. An invited presentation at the Summer Meeting of the American Association of Physics Teachers, July, 2001, Rochester, NY.

180. Pedevillano, E. D. and Feldman, A. (2001). *Existential reflection in teacher education*. A paper presented at the Annual Meeting of the American Educational Research Association, April 2001, Seattle, WA.

181. Feldman, A. (2000). *Existential approaches to action research*. An invited paper at the Annual Symposium of the National Academy of Educational Researchers, November 2000, Ponte Verde, FL.

182. Feldman, A., Rearick, M. and Weiss, T. (2000). *Seven years of Action Research in Schools: Reverberations through Space and Time.* A paper presented at the Annual Meeting of the American Educational Research Association, April 2000, New Orleans, LA.

183. Feldman, A. and Capobianco, B. (2000). The STEMTEC Consultancy: Formative evaluation and pedagogical content knowledge. A paper presented at the Annual Meeting of the American Educational Research Association, April 2000, New Orleans, LA.

184. Capobianco, B. and Feldman, A. (2000). *Facilitating the new reform: Helping college science and mathematics faculty engage in formative evaluation of their practice*. A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 2000, New Orleans, LA.

185. Dun, A., Feldman, A. and Rearick, M. (2000). *Teaching and learning with computers in schools: the development of instructional technology pedagogical content knowledge.* A paper presented at the Annual Meeting of the American Educational Research Association, April 2000, New Orleans, LA.

186. Rearick, M. and Feldman, A. (2000). *Action research and formal research: Understanding how we build educational theory.* A paper presented at the Annual Meeting of the American Educational Research Association, April 2000, New Orleans, LA.

187. Feldman, A. (1999). *Complete this analogy -- Pre-ed is to pre-med as* ... Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science - Northeast, October 14-15, 1999, Syracuse, NY.

188. Feldman, A. and Flores-Cotte, E. (1999*). Stories of faith, fundamentalism, and constructivism in science education.* A paper presented at the Annual Meeting of the American Educational Research Association, April 19-23, 1999, Montreal, Canada.

189. Feldman, A., Rearick, M., and Weiss, T. (1999). *Teacher development and action research: findings from five years of action research in schools*. A paper presented at the Annual Meeting of the American Educational Research Association, April 19-23, 1999, Montreal, Canada.

190. Feldman, A. (1998). *Science teachers and curriculum reform: teachers as knowers, reasoners, and understanders*. Third Annual Spring Colloquium in Mathematics and Science Education, April 24, 1998, Lowell, MA.

191. Feldman, A. (1998). *Evolution as a metaphor for the conceptual change model: implications for the teaching and learning of science*. A paper presented at the Annual Meeting of the American Educational Research Association, April 13-17, 1998, San Diego, CA

192. Feldman, A. (1998). *Teacher education and the practical domain: Practical conceptual change in collaborative action research*. A paper presented at the Annual Meeting of the American Educational Research Association, April 13-17, 1998, San Diego, CA.

193. Feldman, A. and Kropf, A. (1998). *Cultural, institutional and professional barriers to curriculum implementation*. A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 19-22, 1998, San Diego, CA.

194. Rearick, M. and Feldman, A. (1998). *Orientations, product, and reflections: a framework for understanding action research*. A paper presented at the Annual Meeting of the American Educational Research Association, April 13-17, 1998, San Diego, CA.

195. Rearick, M. and Feldman, A. (1998) *a framework for understanding action research*. A paper presented at the Ethnography in Education Conference, March 1998, Philadelphia, PA.

196. Feldman, A. (1997). *Using classroom maps to promote constructivist teaching in middle and high school courses*. A paper presented at the Annual Meeting of the Association of Educators of Teachers of Science – Northeast, October 1997, Syracuse, NY.

197. Feldman, A. (1997). *Teachers' roles in the development and implementation of a secondary physics curriculum: an evaluation study*. A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, March 21-24, 1997, Oak Brook, IL.

198. Feldman, A. (1997). *The role of conversation in collaborative action research*. A paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 1997, Chicago, IL.

199. Feldman, A. and Kropf, A. (1997). *Teachers as curriculum decision makers: The selection of topics for the high school physics course*. A paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 1997, Chicago, IL.

200. Feldman, A. and Kropf, A. (1997). *Physics teachers' beliefs and constructivist curricula*. Presentation at the Winter Meeting of the American Association of Physics Teachers, January 6-9, 1997, Phoenix, AZ.

201. Kropf, A. and Feldman, A. (1997). *Coming to understand the sociocultural structure of a curriculum development project*. A paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 1997, Chicago, IL.

202. Feldman, A. (1996). *Coming to understand teaching as a way of being: Teachers as knowers, reasoners, and understanders*. A paper presented at the Second International Conference on Teacher Education, July 1-4, 1996, Netanya, Israel.

203. Feldman, A., Alibrandi, M., Capifali, E., Floyd, D., Gabriel, J., Henriques, B., Hitchens, F., Lucey, J. and Mera, M. (1996). *Looking at ourselves look at ourselves: an action research self-study of doctoral students' roles in teacher education programs*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, April 8-12, 1996.

204. Feldman, A., Kropf, A., and Alibrandi, M. (1996). *Making grades: how high school science teachers determine report card grades*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, April 8-12, 1996.

205. Feldman, A. (1996). *Physics teachers as curriculum decision makers: The selection of topics for the high school course if "less is more*." Paper presented at the Annual Meeting of the Eastern Educational Research Association, Cambridge, MA, February 22-24, 1996.

206. Feldman, A. and Eckel, S. (1995). *If less is more, what should we teach? Physics teachers' opinions on which topics to teach*. Presentation at the Summer Meeting of the American Association of Physics Teachers, Spokane, WA, August 7-12, 1995.

207. Feldman, A. (1995). *Reconstructing the image of science teachers in the teaching and learning of the history and philosophy of science*. Paper presented at the Third International History, Philosophy and Science Teaching Conference, October 29-November 1, 1995, Minneapolis, MN.

208. Feldman, A. (1995). *Conversation as research: A self-study of the teaching of collaborative action research*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA., April 18-22, 1995.

209. Feldman, A. (1995). *A tale of two "Isms": constructivism in practice*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco, CA, April 22-25, 1995.

210. Alibrandi, M., Feldman, A., Capifali, E., Floyd, D., Gabriel, J., Henriques, B., Hitchens, F., Lucey, J. and Mera, M. (1995). *Doctoral students acting as teacher educators: an action research theater*. Paper presented at the Seventh Annual Conference on Ethnographic and Qualitative Research in Education, Amherst, MA, June 2-4, 1995.

211. Bloome, D., Feldman, A., Konicek, R. and Schultz, K. (1995). *Exploring the language of science lessons in two secondary classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA., April 18-22, 1995.

212. Clark, R., Deans, T., Dunn, K., Feldman, A., Gentry, A., and Jones, B. (1995). *A model for excellence in teacher preparation and school improvement*. Symposium at the Annual Meeting of AACTE, Washington, DC, February 13, 1995.

213. Gabriel, J., Feldman, A., Alibrandi, M., Capifali, E., Floyd, D., Henriques, B., Hitchens, F., Lucey, J. and Mera, M. (1995). *Examining the roles of graduate students in teacher*

education programs. Paper presented at the Annual Meeting of the New England Educational Research Organization, Portsmouth, NH, May 3-5, 1995.

214. Feldman, A. (1994). *Alternative forms of assessment/traditional forms of grading*. Working paper presented at the Summer Meeting of the American Association of Physics Teachers, South Bend, IN, August 8-13, 1994.

215. Feldman, A. (1994). *Long and serious conversations with teachers as research*. Paper presented at the Sixth Annual Conference on Ethnographic and Qualitative Research in Education, Amherst, MA, June 3-5, 1994.

216. Feldman, A. (1994). *Teachers learning from teachers: Knowledge and understanding in collaborative action research*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April 4-8, 1994.

217. Feldman, A. (1994). *Enhancing the practice of physics teachers: Mechanisms for the generation and sharing of knowledge and understanding in collaborative action research*. Paper presented at the Fifteenth Annual Ethnography in Education Research Forum, Philadelphia, PA, February 18-20, 1994.

218. Feldman, A. (1993). *Varieties of wisdom in the practice of teachers*. Paper presented at the Spencer Hall Invitational Conference on Understanding Teacher Development in Context, London, Ontario.

219. Feldman, A. (1993). *Illuminating the role of physics teachers in the development and use of laboratory activities in high school physics*. Paper presented at Lab Focus 93: A National Conference Highlighting Current Initiatives in High School and Undergraduate Physics Laboratories. Boise, Idaho, August 5-7, 1993.

220. Feldman, A. (1993, January). *Science teachers' collaborative action research: Cost-effective professional development for developing countries*. Paper presented at the International Conference, Science Education in Developing Countries: From Theory to Practice, Jerusalem, Israel.

221. Feldman, A. (1992). *Teachers as researchers: 'Getting smarter' about physics teaching through systematic inquiry*. Invited paper presented at the Summer Meeting of the American Association of Physics Teachers, Orono, ME.

222. Feldman, A. (1992). *Models of equitable collaboration between university researchers and school teachers.* Paper presented at Annual Meeting of the American Educational Research Association, San Francisco, CA.

223. Feldman, A. (1992). *Practical theories, practical paradigms, and teacher education*. Paper presented at Annual Meeting of the American Educational Research Association, San Francisco, CA.

224. Feldman, A. (1992). *Institutionalized action research and teachers' lives: the role of the facilitator in the California "100 Schools" Project*. Paper presented at the 13th Annual Ethnography in Education Research Forum, Philadelphia, PA.
225. Feldman, A. (1991). *Teacher knowledge and practical reasoning.* Paper presented at the Spencer Hall Invitational Conference on Understanding Teacher Development in Context, London, Ontario.

226. Feldman, A. (1991). *Improving physics teaching: effecting change through collaborative research among teachers and university researchers*. Presentation at the Winter Meeting of the American Association of Physics Teachers, San Antonio, TX.

227. Feldman, A. (1990). *The teacher as researcher: a report on collaborative action research*, Presentation at the Winter Meeting of the American Association of Physics Teachers, Atlanta, GA.

228. Feldman, A. (1988). *Contemporary Physics: teaching introductory physics with an emphasis on modern topics*. Presentation at the Annual Meeting of the National Science Teachers Association Annual, St. Louis, MO.

FUNDED PROJECTS

1. Mathematics and Science Teaching and Learning of COVID-19 Public Health Issues in eLearning Environments. Funded by University of South Florida, $25,000 over one year. PI Allan Feldman, Co-PIs Marissa Levine (College of Public Health), David Rosengrant (College of Education), Sarah Van Ingen (College of Education), and Eugenia Vomvoridi-Ivanovic (College of Education) (6/2020-6/2021)

2. *Safe Water Supplies in Vulnerable Communities: Encouraging Use and Enhancing Technical Design of Biosand Filters*. Funded by McCann Foundation, $50,000 over one year. PI Kebreab Ghebremichael (Patel College), Co-PIs Sarina Ergas (Engineering), Allan Feldman. (1/2018- 12/2020)

3. *IRES Track I: US-Ghana Collaboration: Providing Opportunities for Global Research on Water Sanitation and Hygiene (WASH).* Funded by NSF, $284,750 over three years. PI Sarina Ergas (Engineering), Co-PIs Allan Feldman, Kebreab Ghebremichael (Patel College). (1/201019-12/21)

4. *Tampa Bay Wipro Science Education Fellowship Program*. Funded by Wipro Foundation. $1,100,000 over 4 ½ years. PI Allan Feldman, Co-PIs Karl Jung and David Rosengrant. (1/2018-8/22)

5. *Robert Noyce USF Scholarship Program for Science Majors*. Funded by NSF, $1,200,000 over five years. PI Allan Feldman, Co-PIs Ruthmae Sears (College of Education, Gerry Meisels and Luanna Prevost (College of Arts and Sciences), Larry Plank, HCPS. (8/1/14-7/31/21)

6. *LIGO-SEC Partnership (Laser Interferometer Gravitational-Wave Observatory Science Education Center*. Funded by NSF, $112,000 over 18 months. PI Allan Feldman. (1/2012-7/2013)

7. *Climate Change Narrative Game Education (CHANGE).* Funded by NSF, $449,972 over three years. PI Glenn Smith, Co-PIs Allan Feldman, Yiping Lou, and Ping Wang. (8/2012-7/2015)

8. *USF Robert Noyce STEM Scholars Program*. Funded by NSF, $1,200,000 over five years. PI Allan Feldman, Co-PIs Mile Krajcevski and Jeffrey Ryan (College of Arts and Sciences). (8/2010-7/2017)

9. *CCEP: Coastal Areas Climate Change Education (CACCE) Partnership*. Funded by NSF, $974,408 over two years. PI Jeffrey Ryan (College of Arts and Sciences), Co-PIs Allan Feldman, Frank E Muller-Karger (College of Marine Sciences) and Fernando Gilbes (University of Puerto Rico-Mayaguez). (12/2010-11/2013)

10. *PV STEMNET Pre-AP Program*. (2009) PI A. Feldman. $20,000. From MA Board of Higher Education.

11. *Supporting Novice Mathematics Teachers* (2008-09) PI A. Feldman, $11,200. UMass Public Service Endowment Grant

12. *Franklin County STEM Research Academies for Young Scientists (STEMRAYS)* (2006-2009). PI M. Sternheim (Physics), Co-PIs A. Feldman (Education), B. Adams (Greenfield Community College). $799,998.00 from NSF over three years.

13. *PV STEMNET: Pioneer Valley PreK-12 STEM Regional Network (2007-2010).* PI A. Feldman, Co-PI M. Sternheim. $350,000 from MA Board of Higher Education over three years.

14. *PV STEMNET MMSP II Project (2006-2009)*. PI Allan Feldman. $602,998.64 from MA Department of Education over three years.

15. *Teachers Implementing Imaging and Imagery for Classroom Learning (TI^{3}CL) – Continuation (2006).* PI A. Feldman. $4994 over six months from Commonwealth Information Technology Initiative.

16. *Science, Technology, Engineering and Math - Alternative Certification for Teachers (2005-08).* PI M. Sternheim (Physics). Co-PIs A. Feldman (Education) and J. Berger (Education). $200,000 over 2 years from NSF.

17. *Teacher Learning of Technology-Enhanced Formative Assessment (2005-2009)*. PI W. Leonard (Physics). Co-PIs W. Gerace, I. Beatty (Physics) and A. Feldman (Education). $2,499,968 over 5 years from NSF.

18. *Teachers Implementing Imaging and Imagery for Classroom Learning (TI^{3}CL) (2005-06).* PI A. Feldman. $50,0000 over one year from Commonwealth Information Technology Initiative.

19. *STEM Bridge (2005-2008)*. PI Allan Feldman. Co-PIs P. Elliott, F. Hajir (Math), and M. Sternheim (Physics). $499,991 over three years from NSF.

20. *PV STEMNET: Pioneer Valley PreK-12 STEM Regional Network (Phase 2) (2004-05).* PI Allan Feldman. $261,966 from MA Board of Higher Education for one year.

21. *PV STEMNET MMSP Project*. PI Allan Feldman. $436780 from MA DOE over three years.

22. *Pioneer Valley PreK-16 STEM Regional Network Phase I (2004)*. PI Allan Feldman. $10,000 from MA Board of Higher Education.

23. *Biogeochemistry of Fe (III) and sulfate in extreme acidic environments* (2002-07). PI R. Yuretich, Geosciences), Co-PIs D. Ahlfeld (Engineering), S. Ergas (Engineering), A. Feldman, and K. Nuesslein (Microbiology). $1,600,000 over five years from NSF.

24. *STEM Connection.* PIs J. Tyson (Chemistry), K. Davis (Education), and M. Sternheim (Physics). Evaluator, A. Feldman (Education). $1,500,000 over three years from NSF.

25. *STEMTEC II*. PIs M. Sternheim (Physics) and A. Feldman (Education). $600,000 over three years from NSF.

26. *Chicopee/UMass MINT Program*. PI A. Feldman. $40,000 over 1 year from MA DOE.

27. *Faculty Grant for Teaching*. N. Stephen, A. Feldman, C. Seldin, and C. Kilbane. $1,500 from UMass Amherst

28. *Science, Technology, Engineering, and Mathematics Teacher Education Collaborative* (Supplement, 2001). PIs A. Feldman (Education), M. Sternheim (Physics) and R. Yuretich (Geosciences), $79,500, one year from NSF.

29. *Science, Technology, Engineering, and Mathematics Teacher Education Collaborative* (Supplement, 2001). PIs A. Feldman (Education), M. Sternheim (Physics) and R. Yuretich (Geosciences), $4,500, one year from NSF.

30. *SGER-Identifying and understanding the effects of SMET education undergraduate reform on K-16 teachers*. PI A. Feldman, Co-PI K. Davis. (2000) $60,000, one year from NSF, to develop research methods for a proposed 3-year $650,000 proposal to the NSF Role Program.

31. *Science, Technology, Engineering, and Mathematics Teacher Education Collaborative* (1997-2002). PI M. Sternheim (physics), Co-PIs A. Feldman (Education), Richard Yuretich (Geosciences), C. D'Avanzo (Hampshire College) and S. Thrasher (Five

Colleges), $5,000,000 over five years from NSF. The Collaborative includes the Five Colleges -- Amherst, Hampshire, Mount Holyoke, and Smith Colleges plus the University of Massachusetts Amherst -- and three neighboring community colleges: Springfield Technical, Holyoke, and Greenfield. It also includes the school systems of Springfield, Holyoke, Amherst, Hadley, Northampton, South Hadley, and Franklin County.

32. *UMass Planet Earth Education Program* (1998-2000). PIs A. Feldman (Education), M. Sternheim (Physics) and R. Yuretich (Geosciences), $150,000 over three years from NASA.

33. *Three communities connected by a river and frameworks* (1998-1999). Co-PI with F. Burbank (UMass Extension), $40,000 over one year from Eisenhower program.

34. *Orchestrating engagement in science and mathematics for all through the inclusion of frameworks-based curricula in preservice teacher education* (1998-99*)*. PIs A. Feldman and K. Davis (Education). $14,000 over one year from PALMS, the MA SSI funded by NSF, to improve the preservice science education programs of the early childhood, elementary, and secondary teacher education programs at UMass.

35. *Western Massachusetts ERRN Action Research Institute* (1996-1997). PI A. Feldman, $12,500 over one year from MA Department of Education to aid in the restructuring of MA public schools.

36. *Systemic change in teacher preparation in mathematics and science* (1996-97). PI A. Feldman, $12,000 over one year from PALMS, the MA SSI funded by NSF, to improve the preparation of math and science teachers.

37. *Planning for systemic change in teacher preparation in mathematics and science* (1/96-6/96). PI A. Feldman, $12,000 over one year, $12,000 over six months from PALMS, the MA SSI funded by NSF, to improve the preparation of math and science teachers.

38. *The roles of graduate students in preservice teacher education programs at major research universities* (1995-1996). PI A. Feldman, $5000 over one-year from the University of Massachusetts Healey Grant Program to study the roles of graduate students in preservice teacher education.

39. *Grading with points* (1994-1995). PI A. Feldman, $5000 over one-year from the University of Massachusetts Faculty Research Grant Program to study the roles of graduate students in preservice teacher education.

40. *Minds-On Physics* (1994-1997). PIs W. Gerace, J. Mestre, W. Leonard, and R. Dufresne (Physics), $900,000 over three years from NSF to develop a high school physics curriculum. I wrote a $100,000 supplement proposal, which was funded, to do an evaluation and study of the development and implementation of the curriculum.

41. *Science and Math Teachers Action Research Network* (1993-1994). PI. J. Atkin, $50,000 over one year from NSF. I wrote the proposal and directed this one-year (1993-94), $50,000 project to develop and study a network of science and math teachers engaged in action research.

EVALUATION STUDIES

1. *REU: Tampa Interdisciplinary Environmental Research (TIER) (2012-2017).* PI Maya Trotz (College of Engineering).

2. *PIRE: Context Sensitive Implementation of Synergistic Water-Energy Systems*. Funded by NSF, $3,600,000 over five years. PI James Mihelcic (College of Engineering), Allan Feldman, Evaluator. (12/2012-2019)

3. *RET in Engineering and Computer Science Site: Water Awareness Research and Education (2012-2017).* PI Maya Trotz (College of Engineering).

4. *STEM Connections (2002-2003).* Designed and directed an evaluation study of the development and implementation of an NSF-funded project to place STEM graduate students in K12 classrooms.

5. *Assessing to learn (1998-2002).* Designed and directed an evaluation study of the development and implementation of an NSF-funded high school physics curriculum and teacher development program.

6. *Assessing-to-Learn (A2L): Continuous, formative assessment in the high-school physics classroom.* PIs W. Gerace, J. Mestre, W. Leonard, and R. Dufresne (Physics), $1,026,537 over six years from NSF.

7. *Secondary Teacher Education Program*, School of Education, University of Massachusetts (1997). Directed students in the study of the curriculum of the STEP program.

8. *Minds-On Physics* (1994-97). Designed and directed an evaluation study of the development and implementation of an NSF-funded high school physics curriculum.

9. *The STEM ED Project: a multiple strategy approach to professional Development in science education* (1996-97). Designed and direct the evaluation, assisted by Chrispen Matsika, a doctoral student in the School of Education, of this Eisenhower-funded project.

10. *Mt. Greylock School District* (1996-97). Designed and carried out an evaluation study of the middle and high school science curriculum.

11. *An evaluation of physics 597T: Electricity and magnetism*. (1996) Directed the evaluation of this UMass course, assisted by Chrispen Matsika, as part of the PALMS higher education partnership.

12. *Regional Science Resource Center at the Worcester Foundation for Experimental Biology*. (1994-95) Designed and directed the evaluation, assisted by Nancy Siedlecki, a doctoral student in the School of Education, of the Eisenhower-funded activities of this organization.

13. *Consortium for the Improvement of Science and Math Teaching and Learning*. (1993-95) Designed and carried out an evaluation study of the Eisenhower-funded activities of this organization located at North Adams State College.

TEACHING AND ADVISING

POST-DOCTORAL FELLOWS SUPERVISED:

Eric Klopfer

DISSERTATIONS SUPERVISED:

Redefining Region: Social Construction of Region and Place in a Watershed Education Partnership, Marsha Alibrandi, February 1997, University of Massachusetts Amherst.

Traditional African Education: Its Significance to Current Educational Practices with Special Reference to Zimbabwe. Chrispen Matsika, February 2000, University of Massachusetts Amherst.

Effective Teachers at the Middle Level. Amy Gelinas, September 2000, University of Massachusetts Amherst.

Making Science Accessible Through Collaborative Science Teacher Action Research On Feminist Pedagogy. Brenda Capobianco, May 200, University of Massachusetts Amherst 2.

KMEEP: Linking Theory And Practice In An Effective Science Pedagogy. Elizabeth Flores-Cotte, September 2002, University of Massachusetts Amherst.

Scientists Researching Teaching: Reforming Science Education & Transforming Practice, Tarin Weiss, May 2003, University of Massachusetts Amherst.

Teachers Interpretations of a School Reform Initiative: An Existential Analysis. Elizabeth Pedevillano, February 2003, University of Massachusetts Amherst.

The development of teaching philosophies in the absence of formal pre-service teacher education. B. Curtis Turner, August 2005, University of Massachusetts Amherst.

Act Like a Teacher: Teaching as a Performing Art. Rod Hart, May 2007, University of Massachusetts Amherst.

Teacher change facilitated by sustained school situated professional development: exemplar learning of technology enhanced formative assessment (TEFA). Karen St. Cyr, February 2009, University of Massachusetts Amherst.

From Tri-Cultural Conflict to Tri-Cultural Connection: How Successful Urban Science Educators Become Culturally Connected. Marlina Duncan, February 2010, University of Massachusetts Amherst.

International Study Tours and the Development of Sociocultural Consciousness in K-12 Teachers. Raymond Yu-kuang Young, January 2010, University of Massachusetts Amherst.

A New Approach to Using Photographs and Classroom Response Systems in Middle School Astronomy Classes, Hyunju Lee, May 2012, University of Massachusetts Amherst.

An investigation of the effects of authentic science experiences among urban high school students, Angela Chapman, August 2013, University of South Florida.

A Journal Club: A Scholarly Community for Preservice and Inservice Science Teachers, Karen Tallman, September 2014, University of Massachusetts Amherst.

Science Teachers' Understandings of Science Practices before and after the Participation in an Environmental Engineering Research Experiences for Teachers (RET) Program, Dilek Özalp, December, 2014, University of South Florida.

How Teachers' Beliefs About Climate Change Influence Their Instruction, Student Understanding, and Willingness to Take Action, Molly Nation, June 2017, University of South Florida.

Experience of the neophyte science teachers. David Thornton, August 2017, University of South Florida.

Games for CHANGE: High School Students' Learning Experiences and Motivation to Learn Climate Change Science through Educational Computer Games, Metin Besalti, May 2019, University of South Florida.

Changing High School Science Teacher Beliefs on Student Voice Through Action Research. Katie Laux, August 2019, University of South Florida.

Exploring New Teacher Beliefs: Identity, Home-life, and Culture in the Classroom. Frederick Bradley, August 2019, University of South Florida.

CURRENT DOCTORAL STUDENTS:

Vanessa Vernaza-Hernández, Stephanie Arthur, Jawaher Alsultan, Daina Kelly

OTHER ADVISING

I typically supervise 3-5 graduate student assistants per year. I also serve on the committees of other doctoral students, including those in the sciences and social sciences.

COURSES TAUGHT:

Qualitative Research I
Philosophies of Inquiry
Teacher Research for Student Learning
Curriculum Frameworks for Teacher Preparation
Elementary Science Teaching Methods
Teaching Methods in Middle Grade Science
Teaching Secondary School Physical and Earth Sciences
Principles and Methods of Teaching Middle and High School Science
Recent Issues in Science Education
Action Research in Schools
Instructional Planning and Assessment
Education Reform
Being a Science Teacher
Design and Evaluation of Teacher Education Programs
Exploring Math and Science Teaching
Controversies in Classroom Research (at Stanford University).
Physics I (at Philadelphia College of Art)

CONSULTING

Advisory Board. Science Learning through Engineering Design. Purdue University, NSF-funded project.

National Academy of Sciences/National Research Council (1997). Consulted on the writing of *How People Learn*.

Stoneleigh-Burnham School (1995-96). Provided inservice education using action research methods.

Hiatt Center for Teacher Education, Clark University (1996-97). Aided faculty in the development of a science curriculum for a new middle school.

Service

TO THE PROFESSION:

Ongoing

2012- Co-Editor, *Educational Action Research*
2019- International Advisory Panel Member, *Canadian Journal of Action Research*
2020- Editorial Board, *Action Research and Innovation in Science Education*

Past service

2016-2019 Treasurer, Action Research Network of the Americas
2012 – 2015 Thread Coordinator, College Science Teaching, Annual Meeting of the Association for Science Teacher Education
2011-12, Co-Chair, Annual Meeting of the Association for Science Teacher Education

2010-2013 Member, Research Committee, *National Association for Research on Science Teaching*
2008- 2010 Member, Elections Committee, *Association for Science Teacher Education*
2003-2005 Chair, *AERA SIG Science Teaching and Learning.*
2002-Member, Editorial Board, *School Science Review* (UK).
2001 - Program Coordinator *Fourth International Conference on the Self-Study of Teacher Education Practices*, July 2001, East Sussex, England
2000-2001 Member, *Ad Hoc Membership Comm, Div K, AERA*
1999-2012 Editorial Board, *Educational Action Research*
1999- 03 Member, Editorial Board, *Journal of Research in Science Teaching*
1999-2000 Program Coordinator, *Third International Conference on the Self-Study of Teacher Education Practices*, July 23-27, 2000, East Sussex, England
1997- 02 List serve Coordinator*, AERA SIG on Self-Study of Teacher Education Practices*
1997-1998 Program Coordinator, *Second International Conference on the Self-Study of Teacher Education Practices*, August 16-20, 1998, East Sussex, England.
1997-1999 Program Chair, *AERA SIG: Subject Matter Knowledge and Conceptual Change*.
1997-1999 Member, *JRST Award Committee and Liaison to Scientific Organizations Committee*, *National Association for Research in Science Teaching*,
1988-1997 Member, *Committee on Women in Physics, and past member, Committee on Research in Physics Education, American Association of Physics Teachers*, .
1994-1995 Member, Planning and organization committee for the *Fourth Annual Spencer Hall Invitational Conference on Understanding Teacher Development in Context*.

SERVICE TO THE UNIVERSITY OF SOUTH FLORIDA, COLLEGE OF EDUCATION, AND DEPARTMENT OF TEACHING AND LEARNING

2018- College of Education Mini-Grant review panel
2017- Teacher Education Doctoral concentration coordinator
2017- College of Education Scholarship Selection Committee
2016-2017 Search Committee for Elementary Science Education Faculty Position
2014-2015 Science Education program coordinator
2014 - Member of faculty group responsible for qualitative research courses
2013- Member, Planning Committee of the NSF-funded Transforming STEM Education project
2013 -Advisor to NSTA student chapter at USF
2012 - Member of faculty group responsible for Philosophies of Inquiry course.
2012 – 2014 Vice Chair, Graduate Programs Committee
2011 – Member, Advisory Committee for Office of Undergraduate Research
2011-2012 Search Committee for Elementary Science Education Faculty Position
2010- Member, College of Education Diversity Committee
2009-2010 Chair of Search Committee for Science Education Faculty Position
2010-2011 Search Committee for Director, School of Global Sustainability
2010- Department IRB Reviewer
2010- 2014 Science Education PhD Program Coordinator

2009- 2011 Advisory Committee, School of Global Sustainability

TO THE COMMONWEALTH OF MASSACHUSETTS

2003 Visiting Committee Chair, MA State review of the Worcester Polytechnic Institute teacher education programs.

2003 Visiting Committee Member, MA State review of the Simmons College teacher education programs.

2000 Guest Speaker, Puerto Rican Week, Commerce High School, Springfield, MA

1999-00 Member, Massachusetts Education Initiative for Latino Students, Holyoke, MA

1997-99 Member, Qualified Teacher Task Force, MA Department of Education

1997-99 Coordinated and taught professional development workshops for teachers in Duxbury, Marshfield, and Scituate, MA.

1997-98 Presenter at the 1998 Professional Development Colloquium, sponsored by the MA DOE.

1997-98 Presenter at a workshop sponsored by the MA DOE: "Integrating Curriculum Frameworks and Principles of Effective Teaching into Teacher Preparation." October 28, 1997, Mt. Holyoke College.

1997-98 Coordinated and co-chaired the PALM/STEMTEC Higher Education Course Conference, April 8, 1998.

1996-97 Coordinator, Committee to Improve the Science Teaching of Bilingual Students in Holyoke and Springfield, MA.

1995-96 Developed and implemented 2 1/2 day workshop on action research to teachers in Chelsea, MA.

1995-96 Member, Committee to develop the science portion of the Massachusetts Comprehensive Assessment System.

1994-95 Presenter of seminar on action research to the Connecticut Valley Leadership Academy Summer Institute.

1994-95 Participant in panel at Northampton High School, Northampton, MA on how high school teachers can best prepare their students for college.

1994-95 Presentation to Mark's Meadow Elementary School, Amherst, MA faculty on action research.

1994-95 Partnership with the Chicopee Public Schools to provide action research as professional development opportunities for math and science teachers. Funded by the Dwight D. Eisenhower Math and Science Education Act as an Eisenhower Math and Science Demonstration and Exemplary Program.

1993-94 Presentation on new assessments in science education, March 15, 1994, sponsored by the Five College/Public School Partnership and funded through the Dwight D. Eisenhower Math and Science Education Act.

1993-94 Member, Ad Hoc Committee of School of Education to Develop a Computer Lab for Teacher Education.

TO THE UNIVERSITY OF MASSACHUSETTS, SCHOOL OF EDUCATION, AND TECS DEPARTMENT

2008-2009 Member, SOE Dean Evaluation Committee

2008-2009 Member, School of Education Personnel Committee

2004-2009 Coordinator, TESI Doctoral Program

2003-2009 Member, Faculty Senate Outreach Council

1998-2009 Liaison between STEP program and Great Falls Middle School Clinical Site

1993-2009 Coordinator of Secondary Science Education
2008 Member, Conference Campus Advisory Committee, Best Practices in Science Education: Retaining undergraduates, sustaining the S&E Workforce, University of Massachusetts Amherst, June 24, 2008.
2005 Chair, Search Committee for Early Childhood and Elementary Education Faculty Positions
2005 Member, Search Committee for School of Education Business Manager
2004-05 Chair, TECS Personnel Committee
2004-08 Member, MassNanoTech Advisory Board
2004 - Chair, Dual search committee
2003-04 Business Manager Search Committee
2002-03 Chair, Secondary and Elementary Math Faculty Searches
2002-03 Member, Search Committee for School of Education interim dean.
1999- 02 Member, School of Education Personnel Committee
1997-99 Co-Director, Springfield M.Ed. program for inservice science teachers.
1997-99 Member, TECS Department Personnel Committee
1997-98 Member, Search Committee for new science education faculty member.
1997-98 Presented at Brown Bag Session on Participatory Action Research and the University, October 24, 1997
1997-98 Participant in the University Summit on Professional Development.
1996-98 Member, School of Education Academic Matters Committee
1995-97 Member, Ad Hoc TECS Department Committee on Doctoral Study and Research in Teacher Education.
1995-97 Member, Ad Hoc TECS Department Committee on Doctoral Study and Research in Math and Science Education.
1994-01 Member, University-wide committee to develop a Distributed Doctoral Program in Math and Science Education
1993-97 Liaison between STEP program and East Longmeadow Public Schools Clinical Site
1993-96 Member, Science After 4 Committee: Committee consisting of representatives of the School of Education and of the College of Natural Sciences and Mathematics to make available courses in the sciences and mathematics to practicing school teachers.
1995-96 Member, Search Committee for new science education faculty member.
1995-96 Consultant to UMass Environmental Studies Program to help develop course sequence for students who want to be certified as science teachers.
1995-96 Member, Ad hoc committee to examine the development of a high school, Hartsbrook School, Hadley, MA
1994-95 Collaborated with Profs. Eric Decker and Pavinee Chinachoti of the Department of Food Sciences on a Mini-grant from the Massachusetts Agriculture in the Classroom project. This proposal was funded.
1994-95 Collaborated with Wil Snyder of UMass Extension on a proposal to National 4-H on outreach to schools.
1994-95 Chair, TECS department sub-committee on "Interorganizational Collaboration to Enhance Resources."
1994-95 Participant, Seminar series organized by Rev. Christopher Carlisle, Episcopal Bishop, UMass, "Science and God, God and Science."

1994-95 Advised Chemistry Department on their search for a faculty member in chemistry education.
1994-95 Partnership with the Chicopee Public Schools to provide action research as professional development opportunities for math and science teachers. Funded by the Dwight D. Eisenhower Math and Science Education Act as an Eisenhower Math and Science Demonstration and Exemplary Program.
1993-94 Ad Hoc Committee of School of Education to Develop a Computer Lab for Teacher Education.
1993-94 Member, MESTEP planning board.
1993-94 Member, UMass Teacher Education Coordinating Council.
1993-94 Member, Ad Hoc Committee to prepare Secondary Teacher Education Program folios for State and NCATE reviews.
1993-94 Advised Vice Provost Norman Aitken on the staffing of the Future Scholars Program.

Service as reviewer (ongoing)
AERA Proposal Reviewer, *Divisions B, C, K, and the SIGs on Self-Study of Teacher Education Practices and Science Teaching and Learning*.
Book manuscript reviewer, *Teachers College Press*.
Proposal reviewer, *National Science Foundation*.
Proposal Reviewer, *Spencer Foundation*
Manuscript reviewer for the following journals:
American Educational Research Journal
Contemporary Educational Psychology
Educational Researcher
International Journal of Qualitative Studies in Education
Journal of Curriculum and Supervision
Journal of Science Teacher Education
Science Education
Studying Teacher Education
Teacher Education Quarterly
Teaching and Teacher Education
Proposal reviewer for the following conferences:
National Association for Research on Science Teaching
Association for Science Teacher Education

AWARDS
2016 ASTE Innovations in Teaching Science Teachers Award (with Karen Tallman)
2013-2015 ATLE Fellow
2003-04 TEACHnology Fellow. University of Massachusetts Fellowship for incorporating technology into teaching.
1999 Awarded the University of Massachusetts 1998-99 Distinguished Academic Outreach Award.
1998 Nominated for the University of Massachusetts 1997-98 Distinguished Academic Outreach Award
1994 Finalist, NARST Dissertation Award
1992-93 Spencer Foundation Dissertation Year Fellowship.

1979 Elected to Phi Delta Kappa.
1971 NSF award for undergraduate research in mathematics.

MEMBERSHIPS

American Educational Research Association
Association for Science Teacher Education
National Association for Research on Science Teaching
National Science Teachers Association
Collaborative Action Research Network
Action Research Network of the Americas

VITA

Constance V. Hines, Ph.D.

EDUCATION

Ph.D. The Ohio State University, 1981
Majors-Research Methods, Statistics and Evaluation; Teacher Education

M.A. The Ohio State University, 1979
Major- Measurement and Evaluation

Diploma in Education, University of the West Indies, 1968
Major-Mathematics Education

B.A. University of the West Indies, 1966
Majors-*Mathematics and Latin*

ACADEMIC EXPERIENCE:

2010- Present	Professor Emerita, Department of Department of Educational and Psychological Studies, Educational Measurement and Research College of Education, University of South Florida
1994 – 2010	Professor, Department of Educational Measurement and Research, College of Education, University of South Florida
1988 - 1994	Associate Professor, Department of Educational Measurement and Research, College of Education, University of South Florida
1983 - 1988	Assistant Professor, Department of Educational Measurement and Research College of Education, University of South Florida
1981 - 1983	Personnel Analysis Coordinator and Research Consultant Civil Service Commission, Columbus, Ohio
1980 - 1981	Graduate Research Associate, Research and Evaluation Consulting Service College of Education, The Ohio State University, Columbus, Ohio
1975 - 1978	Education Officer, Research, Evaluation and Testing Unit Division of Planning, Ministry of Education, Kingston, Jamaica, W.I.
1966 - 1975	Mathematics Teacher, (Grades 7-13) St. Andrew High School for Girls, Kingston, Jamaica, W.I.

Vita, Constance V. Hines, Professor

ADMINISTRATIVE EXPERIENCE:

2007 -2010 Chair, Department of Educational Measurement and Research
College of Education, University of South Florida

2003 (Jan-July) Interim Chair, Department of Psychological and Social Foundations,
College of Education, University of South Florida

1994 -2002 Associate Dean for Academic Affairs
College of Education, University of South Florida

1993 - 1994 Interim Associate Dean for Programs and Director of Graduate Studies
College of Education, University of South Florida

1991 - 1995 Director, SunCoast Area Teacher Training (SCATT) Center for Research on Teaching and Teacher Education, College of Education, University of South Florida

1986 - 1990 Associate Director for Evaluation and Research, SunCoast Area Teacher Training (SCATT) Program, College of Education, University of South Florida

1985 - 1986 Assistant Director for Research, Institute for Instructional Research and Practice,
College of Education, University of South Florida

1983 - 1986 Assistant Director for Evaluation, SunCoast Area Teacher Training (SCATT) Program,
College of Education, University of South Florida

1970 -1975 Chairperson, Department of Mathematics
St. Andrew High School for Girls, Kingston, Jamaica, W.I.

PROJECT EVALUATIONS CONDUCTED (Selected Projects-2003 to Present)

Currently serve or have served as an External Evaluator on a number of grant projects including:

2018- Present BULLS-EYE PRIDE Project, USF-COEDU grant project funded by the National Science Foundation

2013- Present Helios STEM Middle School Teacher Residency Preparation Program. A 4-year grant project awarded to the David C. Anchin Center College of Education, University of South Florida by the Helios Foundation.
A novel pre-service teacher preparation program designed to prepare prospective middle school teachers of mathematics and science to teach in urban schools.

2009 -2011 Understanding Mathematics at the Elementary School Level. A 3-year grant project awarded to the Tennessee Mathematics, Science and Technology Education Center, Middle Tennessee State University by the Tennessee State Department of Education.
A Professional Development and Research Project designed to increase the mathematics content knowledge and pedagogical skills of practicing elementary school teachers in Tennessee public schools.

2007-2011 Problem-Solving/Response to Intervention (RtI). A 4-year statewide Project funded by the Florida Department of Education and awarded to the College of Education, University of South Florida. *Experimental project designed to assess the implementation of RtI practices and procedures as a way of work in selected elementary schools throughout the State of Florida. Findings from the project evaluation informed the scale-up of RtI implementation in K-12 public schools in Florida.*

2007-2009 Teacher Excellence in Mathematics and Science. A 3-year grant project awarded to the Tennessee Mathematics, Science and Technology Education Center, Middle Tennessee State University by the Tennessee State Department of Education.
A Professional Development and Research Project designed to increase the mathematics and science content knowledge and pedagogical skills of practicing middle school math and science teachers in Tennessee Public schools.

2003-2008 Transition to Teaching Program (Florida). A 4-year grant project awarded to the Institute for Instructional Research and Practice, College of Education, University of South Florida (in collaboration with the Pasco County School District) by the US Department of Education.
Project designed to develop and implement a teacher preparation program providing an alternate route to teacher certification for mid-career professionals, paraprofessionals and recent college graduates who have not majored in education.

CONSULTING ACTIVITIES WITH UNIVERSITES/SCHOOLDISTRICTS/OTHERAGENCIES (Selected)

Evaluation, Statistics, and Measurement Consultant, Holcomb Associates, LLC., 2011-2015
Conducted statistical analyses of data for several evaluation projects, provided expertise in instrument development and general evaluation design issues.

Consultant, External Program Review- Master's Degree (MS) Education, Keiser University, Florida, 2011

Member, Consultation Team to the Ministry of Education (MOE), Belize for preliminary discussions on the establishment of a Comprehensive Assessment and Measurement Institute (Unit) for the purpose of enhancing the MOE's data analysis and information systems, October 2005

Consultant, External Program Review, Master of Arts in Teaching (MAT) Degree Program Proposal submitted by the Mico College, Kingston, Jamaica, W.I. to the University Council of Jamaica for approval to implement MAT program, 2004.

Evaluation Consultant, Pasco County Public Schools, Project to Evaluate Learning Communities in selected Elementary, Middle and High schools, 1997-1998.

Consultant to the Department of Mathematics, Middle Tennessee State University, Program Assessment Review, 1996-1997.

Co-Chair, Advisory Committee, University of South Florida-Pasco County School District Collaborative on the Development of New Approaches to Teacher Preparation, 1995-1998.

Evaluation Consultant to the Florida West Central Educational Leadership Network for the evaluation of the Florida School Improvement Support Project, 1993-94 and 1995-96.

Evaluation Consultant to the West Central Educational Leadership Network for the evaluation of the Florida Blueprint 2000 Support Project for School Improvement, 1993.

Research Consultant, Florida Assisting Change in Education Project (ACE), Florida Council on Education Management, 1992-95.

Measurement Consultant to the Institute for At-risk Infants, Children and Youth and their Families. Development of Guidelines for the Evaluation of Educational Personnel who work with At-Risk Students. Project funded by National Center for Research on Educational Accountability and Teacher Evaluation (CREATE), Western Michigan University, 1991-1992.

Evaluation Consultant to the Florida Department of Education and External Evaluator for the Florida Alternate Teacher Preparation Programs, Florida Department of Education, Tallahassee, Florida, 1989-1993.

Evaluation Consultant, Chapter I Integrated Language Arts Program, Hillsborough County Public Schools, 1988-89.

Measurement Consultant, College Level Academic Skills (CLAST) Reading Comprehension Test, Florida Department of Education/University of South Florida, 1988.

Measurement Consultant, Development of Competencies and Content Outlines for Pre-K Certification Tests. Florida Department of Education/USF Institute for Instructional Research and Practice, 1988.

Measurement Consultant to Test Validation Teams, Florida Teacher Certification Examination (Subject Area Tests). Florida Department of Education/USF Institute of Instructional Research and Practice, 1987-88 and 1989

Measurement Consultant to Test Validation Teams, Florida Teacher Certification Examination (Professional Core). Florida Department of Education/University of West Florida, 1987-88 and 1989.

Evaluation Consultant and External Evaluator, Exemplary Teacher Education Grant Programs, Minnesota Board of Education, Minnesota, 1986-1987

Evaluation Consultant and External Evaluator, McKnight Programs in Higher Education, Florida Educational Endowment Fund, 1986-1987

Measurement Consultant, Project for Development of Reading Test Items for Florida Teacher Certification Examination, Florida Department of Education/University of South Florida, 1986.

Consultant, Urban Initiative Action Program for Language Education. Central State University, Xenia, Ohio, 1985.

Test Development Consultant, K - 6 Mathematics Test Development Project, Baltimore City Public Schools, 1984-85.

Vita, Constance V. Hines, Ph.D.

Research Consultant, Urban Initiatives Research Program, Central State University, Xenia, Ohio, 1983-84; 1987 Measurement Consultant, Firefighter Selection Test Validation Project, City of Columbus, Columbus, Ohio, 1983-84.

AWARDS:

2001 Distinguished Paper Award, Florida Educational Research Association (with Ferron, J. M., Hogarty, K.Y., Kromrey, J.D., & Mumford, K.R.)

1990 Outstanding Professor Award, College of Education, University of South Florida, USF Alumni Association

1983 Distinguished Dissertation Award, Association of Teacher Educators

PUBLICATIONS (*Selected)*

Castillo, J.M., March, A.L., Stockslager, K., & Hines, C.V. (in press). Development and initial validation of a survey measuring educators' perceptions regarding their perceived RtI skills. *Assessment for Effective Intervention.*

Castillo, J.M., March, A.L., Stockslager, K., & Hines, C.V. (2016). Measuring educators' perceptions of their skills relative to Response to Intervention: A psychometric study of a survey tool. *Assessment for Effective Intervention, 41(2),*94-108.

Castillo, J.M., Dedrick. R.F., March, A.L., Stockslager, K.M., Hines, C.V., & Tan, S.Y. (2015). Development and initial validation of a scale measuring educators' beliefs regarding Response to Intervention. *Journal of Applied School Psychology, 31,* 1-30. doi: 10.1080/15377903.2014.938282.

Dickinson, W.B., Hines, C., & Hall, B.W. (2009, March). Bubble, Bubble: Less Toil, No Trouble. *Proceedings of the SAS Global Forum 2009 Conference* (Paper 187). Cary, NC: SAS Institute Inc.

Coriaggio, J.T., Kromrey, J.D., Phan, H.T., Romano, J.L., Hess, M.R., Lee, R.S., Hines, C.V., & Luther, S.L. (2007). GLMM_SIM: A SAS® macro for computing robust estimates of effect size. *Proceedings of SAS Global Forum*.

Dickinson, W.B., Onwuegbuzie, A.J. & Hines, C. (2006). Graphical Analysis of Clandestine Methamphetamine Laboratories Utilizing PROC GMAP: A Visual Inventory of Activity Across the United States. Paper 159-31, SAS Users Group International and Proceedings of SUGI 31. Cary, NC: SAS Institute Inc.

Hogarty, K. Y., Hines, C. V., Kromrey, J. D., Ferron, J. M., & Mumford, K. R. (2005). The quality of factor solutions in exploratory factor analysis: The influence of sample size, communality and overdetermination. *Educational & Psychological Measurement, 65,* 202-226

Hogarty, K. Y., Kromrey, J. D., Ferron, J. M. & Hines, C. V. (2004). Selection of variables in exploratory factor analysis: An empirical comparison of stepwise and traditional approaches. *Psychometrika, 69 (4),*593-611.

Sewell, T. E. & Hines, C. V. (1998). Restructuring American schools: A perspective on testing and assessment. In Castenell, L. & Tarule, J. (Editors). *The minority voice in educational reform: An analysis by minority and women College of Education Deans*. Norwood: Ablex Publishing.

Brockmeier, L. L., Kromrey, J. D. & Hines, C. V. (1998). Systematically missing data and multiple regression analysis: An empirical comparison of deletion and imputation techniques. *Multiple Linear Regression Viewpoints (25),* 20-39.

Kromrey, J. D., Hines, C. V., Paul, J., & Rosselli, H. (1997). Creating and using a multi-paradigmatic knowledge base for restructuring teacher education in special education: Technical and philosophical issues. *Teacher Education in Special Education (19),* 87-101.

Kromrey, J. D., & Hines, C. V. (1996). Estimating the coefficient of cross-validity in multiple regression: A comparison of analytical and empirical methods. *Journal of Experimental Education, 64*(3), 240-266.

Hines, C. V. & Kromrey, J. D. (1995). Re-examining research on teacher education: Paradigmatic and technical issues. In Paul, J., Rosselli, H., & Evans, D. (Editors). *Integrating School Restructuring and Special Education Reform,* (pp. 167-187). Fort Worth, TX: Harcourt Brace

Kromrey, J. D., & Hines, C.V. (1995). Use of empirical estimates of shrinkage in multiple regression: A caution. *Journal of Educational and Psychological Measurement, 55(6),* 901-925.

Knoff, H. M., Hines, C. V., & Kromrey, J. D. (1995). Finalizing the Consultant Effectiveness Scale: An analysis and validation of the characteristics of effective consultants. *School Psychology Review, 24*(3), 480-496.

Kromrey, J. D., & Hines, C.V. (1994). Nonrandomly missing data in multiple regression: An empirical comparison of missing data treatments. *Journal of Educational and Psychological Measurement, 54*(3), 573-593.

Homan, S. P., Hines, C. V., & Kromrey, J. D. (1993). An investigation of varying reading level placement on reading achievement of Chapter I students. *Reading Research and Instruction, 33*(1), 29-38.

Hines, C. V., Mann, M. M., Swarzman, J. B., & Willette, M. N. (1991). An analysis of supervisory feedback given to pre-service teachers. *Florida ASCD Journal*, *7,* 18-23.

Klesius, J. P, Searls, E. F., & Hines, C. V. (1988, Winter). What's the value of an IRI? Is it being used? *Reading Horizons*, 92-101.

Perez, J. V., Homan, S. P., Hines, C. V., & Kromrey, J. D. (1987). Reading ability, comprehension and test validity: Effects of three procedures for administering test items. *Journal of Educational Research, 81*(2), 116-119.

Roth, R. A., Swarzman, J. B., Hines, C. V., & Mann, M. M. (1986). The university and community: Partnerships in teacher education. *Action in Teacher Education, 7*(4), 29-34.

Hines, C. V., Kromrey, J. D., Swarzman, J. B., Mann, M. M., & Homan, S. P. (1986). Teacher behavior, task engagement, and student achievement: A path analytic study. *Florida Journal of Educational Research, 28*(1), 25-40.

Hines, C. V. & Smith, C. (1986). Research and writing in graduate school (Summary). *Proceedings of the 1st Florida Conference on Graduate Opportunities for Black Students*, Tampa, Florida.

Lavely, C. D., Fisher, T., Berger, N. H., Bullock, D. S., Hines, C. V., & Sawilowsky, S. (1986). Florida Master Teacher Program: Testing teacher subject matter knowledge. *Florida Journal of Educational Research, 28(*1), 83-97.

Hines, C.V., Cruickshank, D.R., & Kennedy, J. J. (1985). Teacher clarity and its relationship to student achievement and satisfaction. *American Educational Research Journal, 22*, 87-99.

Hines, C. V., & Baines, V. H. (1985). *Mathematics Test Series: Grades K - 6, BCPS Testing Program*. New York: Random House, Inc.

Baines,V. H., & Hines, C.V. (1985). *Teachers' Manual for Administering and Scoring Reading and Mathematics Test, Levels K-2: BCPS Testing Program*. Achieve, Inc.

Mann, M. M., Swarzman, J. B., Hines, C.V., & Homan, S.P. (1984). SCATT-SunCoast Area Teacher Training: A model for pursuing excellence in the teaching profession. *Teacher Education and Practice*, *1*(2), 31-35.

Altschuld, J. W., Hines, C. V., & Rinderer, R. E. (1983). Further evidence in support of the construct validity of Ohio's Vocational Education Achievement Program. *Journal of Industrial Teacher Education, 21*(1), 3-13.

Altschuld, J. W., & Hines, C. V. (1982). Factors affecting the validity of field tests in education. *Educational Evaluation Policy Analysis, 4*(3), 331-339.

Hines, C. V., Altschuld, J. W., & Rinderer, R. E. (1981). A study of the construct validity of six vocational achievement tests in the Ohio Vocational Education Achievement Test Program. *Journal of Industrial Teacher Education*, *19*(1), 3-13.

CONFERENCE PRESENTATIONS

Author or Co-author of over 75 papers presented at national, international and regional and state conferences.

Technical Reports (Selected)

Understanding Mathematics for 3rd-5th Grade Teachers: Final Evaluation Report (December 2011). Submitted to the Tennessee Mathematics, Science and Technology Education Center, Middle Tennessee State University.

Transition to Teaching Program: Final Evaluation Report (September 2009). Submitted to the U.S. Department of Education.

School Improvement Support Project: Final Evaluation Report. Submitted to the West Central Educational Leadership Network, Tampa, Florida, 1996. (with B. Hall and C. Hewitt-Gervais).

Blueprint 2000 Support Project: Final Evaluation Report. Submitted to the West Central Regional Leadership Network, Tampa, Florida, 1995. (with B. Hall and C. Hewitt-Gervias).

Florida Alternate Teacher Preparation Program, Final Evaluation Report. Submitted to the Florida Department of Education, Tallahassee, Florida, 1992. (with B. Hall).

Formative Evaluation of the Integrated Model for Teaching and Conferencing in Chapter I Reading/Language Arts. Report submitted to the Hillsborough County Public Schools, Tampa, Florida, 1990. (with B. Hall).

Job Training and Placement Services Survey: Final Report. Submitted to the Private Industry Council, Tampa, Florida. (Published by *Institute on Black Life*, U.S.F., Tampa), 1988.

McKnight Programs in Higher Education in Florida: External Evaluation Report. Submitted to the Florida Education Endowment Fund, Tampa, Florida, 1987. (with J. Renick).

Evaluation Report on Exemplary Teacher Education Program Grants, *State of Minnesota*. Submitted to the Minnesota Board of Teaching, Minneapolis, Minnesota, 1987. (with R. Roth).

Teacher Education Internship Project: Assessment of a Training Model for Training and Refining Teaching and Supervisory Skills. Report submitted to the Florida Department of Education, Tallahassee, Florida, 1985

Firefighter Selection Test Validation for City of Columbus. Report submitted to the City of Columbus, Columbus, Ohio, 1984. (with D. Kriska).

GRANTS AND CONTRACTS (Selected)

2009-11 *Understanding* Mathematics at the Elementary School Level Project – External Evaluation, PI- $200,000
Teacher Professional Development and Research Grant Awarded to the Tennessee Mathematics, Science and Technology Education Center, Middle Tennessee State University

2007-09 Teacher Excellence in Mathematics and Science Project - External Evaluation, Co-PI - $212,000
Teacher Professional and Research Grant awarded to the Tennessee Mathematics, Science and Technology Education Center, Middle Tennessee State University

2006 Preparation of Doctoral Students in Methods of Inquiry: A National Survey, PI - $5,000
Faculty Internal Grant Award funded by the USF College of Education

1989-92 Florida Alternate Teacher Preparation Programs- External Evaluation, Co-PI - $100,000
Florida Department of Education, Tallahassee, Florida

1988 Survey of Job Training and Placement Services in Public and Private Institutions in the Tampa Bay Area.
PI -- $10,000
Funded by the City of Tampa Private Industry Council/USF Institute on Black Life,

1986-87 Exemplary Teacher Education Grant Programs, External Evaluation, Co-PI -$15,000
Minnesota Board of Teaching, Minnesota

1986-87 McKnight Programs in Higher Education, External Evaluation, Co-PI -$10,000
Florida Educational Endowment Fund, Tampa, Florida

1985 Teacher Education Internship Project, Assessment of a Training Model for Refining Teaching and
1984 Supervisory Skills, Research Grant Project, Co-PI -$35,000 and $82,000
Funded by the Florida Department of Education, Tallahassee, Florida,

Vita, Constance V. Hines, Ph.D.

SERVICE TO PROFESSIONAL ORGANIZATIONS (National, State Committees/Councils):

National Council for the Accreditation of Teacher Education (NCATE)

2000-2006 Member, Board of Examiners, National Council for the Accreditation of Teacher Education (NCATE)

Editorial Activities

2006-2008 Member, Editorial Board, *Journal of Experimental Education*

1999 - 2003 Managing Editor, *Review of Educational Research, Journal of the American Educational Research Association*

1995 - 1997 Member, Editorial Board, *Educational Measurement: Issues and Practice*, *Journal of the National Council on Measurement in Education*

1987- 2008 Manuscript Reviewer, *Journal of Experimental Education*, *Review of Educational Research*, *Educational Measurement: Issues and Practice*, *Florida Journal of Educational Research*

Service on Other Professional Committees (Selected)

1996-2001 Member, Technical Advisory Committee, Florida Comprehensive Assessment Test (FCAT), Florida Department of Education/CTB McGraw Hill.

1995-96 Member, Interstate New Teacher Assessment and Support Consortium (INTASC) Mathematics Committee, Council of Chief States Officers.

1990-91 Reviewer, Assessment Grant Committee, Florida Department of Education, Tallahassee, Florida.

1990 Chair, Nominations Committee, Division of Measurement and Research Methodology, American Educational Research Association

1988 Member, Selection Committee, Florida Alternative Teacher Preparation Centers, Florida Department of Education, Tallahassee, Florida,

1988 Proposal Reviewer, Florida Alternate Teacher Preparation Centers (ATP), Florida Department of Education, Tallahassee, Florida.

1988 Member, Professional Education Studies Committee, Bureau of Teacher Certification, Florida Department of Education, Tallahassee, Florida.

1986-2004 Proposal Reviewer, Annual meetings of the NCME, AERA, FERA.

1986 -2002 Session Chairperson, Annual meetings of NCME, ATE, FERA, EERA

1986-87 Member, Nominations Committee, National Council on Measurement in Education

Vita, Constance V. Hines, Ph.D.

University Committees:

Served on numerous university-wide, college and department committees.

James E. Hatten, Ph.D.

Curriculum Vitae
June 2020

EDUCATION

Ph.D.	**Curriculum and Instruction-Learning Technologies** *University of Minnesota, Minneapolis, MN*	2014
M.Ed.	**Curriculum and Instruction-Learning Technologies** *University of Minnesota, Minneapolis, MN*	2009
B.S.	**English**	1997
B.S.	**Mass Communications-News Editorial** Minor: Secondary Education *St. Cloud State University, St. Cloud, MN*	1997

PROFESSIONAL APPOINTMENTS/EMPLOYMENT

Instructor II	Instructional Technology College of Education University of South Florida	2020-present
Instructor I	Instructional Technology College of Education University of South Florida	2015-2020
Research Fellow	National Center on Educational Outcomes Institute on Community Integration University of Minnesota, Minneapolis, MN	2011-2015
Adjunct Instructor	College of Education and Human Development University of Minnesota, Minneapolis, MN	2013
Graduate Instructor	College of Education and Human Development University of Minnesota, Minneapolis, MN	2010-2011
Multimedia Coordinator	University Libraries University of Minnesota, Minneapolis, MN	2009-2011
English/Journalism Teacher	Edina High School Edina, MN	2007-2008
Language Arts Teacher	Tartan High School Maplewood, MN	2006-2007
English/Journalism Teacher	Champlin Park High School Champlin, MN	2003-2006

English/Journalism Teacher St. Francis Senior High School 1997-2003
St. Francis, MN

UNIVERSITY COURSES TAUGHT

Undergraduate Courses

Honors Capstone: Digital Video Spring 2020
University of South Florida, Tampa, FL Spring 2019
Spring 2018

Digital Identity Summer Maymester 2020
University of South Florida, Tampa, FL

Technology for Leading and Learning Spring 2019
University of South Florida, Tampa, FL Fall 2018
Summer 2018

Introduction to Technology for Educators Fall 2016
University of South Florida, Tampa, FL Spring 2015
Fall 2015

Graduate Courses

Development of Technology-Based Instruction Spring 2020
University of South Florida, Tampa, FL Fall 2019

Digital Media and Learning Fall 2019
University of South Florida, Tampa, FL

Instructional Graphics Summer 2019
University of South Florida, Tampa, FL Summer 2018
Fall 2017

Interactive Media Fall 2019
University of South Florida, Tampa, FL Fall 2017
Summer 2016

Web Design Spring 2019
University of South Florida, Tampa, FL Fall 2018
Spring 2018
Fall 2017
Spring 2017
Fall 2016
Spring 2016
Fall 2015

Distance Learning Spring 2020
University of South Florida, Tampa, FL Fall 2018
Summer 2017

Online Teaching and Learning Spring 2018
University of South Florida, Tampa, FL Spring 2017

Digital Video Spring 2017
University of South Florida, Tampa, FL

Introduction to Technology and Ethics in Society Spring 2013
University of Minnesota, Minneapolis, MN

Technology and Ethics in Society Spring 2013
University of Minnesota, Minneapolis, MN

Foundations of Interactive Design for Web-Based Learning Spring 2011
University of Minnesota, Minneapolis, MN Fall 2010

Data Analysis and Information Design for Business and Education Spring 2010
University of Minnesota, Minneapolis, MN

Technology for Teaching and Learning Fall 2010
University of Minnesota, Minneapolis, MN

RESEARCH EXPERIENCE

Research Associate, Institute on Community Integration, Minneapolis, MN 2015
Research and Training Center on Community Living (RTC)

Research Fellow, National Center on Educational Outcomes, Minneapolis, MN 2011-2015

Project/Grant: NCEO National Assessment Center
Role: Researcher; web and instructional designer
Principal Investigator (PI): Martha Thurlow, Ph.D.
Funding: Cooperative Agreement with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education (*H325G110002)*

Project/Grant: IVARED
Role: Researcher; Instructional Designer; Qualitative Field Work
Supervisors/PIs: Laurene Christensen, Ph.D., Kristin Kline Liu, Ph.D.
Funding: Enhanced Assessment Grant (S368A100011), U.S. Dept. of Education

Research Assistant: Learning Technologies-St. Paul Public Schools, St. Paul MN 2010-2011

Project/Grant: Evaluation & Research St. Paul Public Schools 1-1 Laptop Pilot
Role: Field researcher (observations, field notes, 1-on-1 interviews with teachers)
Supervisors/PIs: Cassandra Scharber, Ph.D.; Aaron Doering, Ph.D.
Funding: St. Paul Public Schools and Minnesota Department of Education

CONFERENCE PRESENTATIONS (PEER-REVIEWED)

Park, S., Hatten, J., & Lim, J. (2018). Affective experiences in augmented reality (AR) training: How does it influence students' AR technology acceptance? In Annual Conference of the American Educational Research Association (AERA), New York, NY.

Hatten, J. (2015). Utilization of Online Asynchronous Text-Based Focus Group Discussions to Improve Efficacy of Staff Development for Educators. In Annual Conference of the American Educational Research Association (AERA), Chicago, IL.

Hatten, J., Christensen, L., Liu, K., Goldstone, L., & Thurlow, M. (2014). Elements of Successful Online Asynchronous Text-Based Discussions. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014*. Chesapeake, VA: AACE.

Hatten, J. & Christensen, L. (2014). An Approach to Designing Effective PK-12 Online Professional Development Modules. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (p.1164). Chesapeake, VA: AACE.

Hatten, J. & Christensen, L. (2013). These Aren't the Droids You're Looking For: Anticipating Participant Mind Tricks in Pilot Study Feedback Responses. In T. Bastiaens & G. Marks (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2013* (pp. 1135-1136). Chesapeake, VA: AACE.

Christensen, L., Alcaya, C., Ho, M., & Hatten, J. (2013). Improving the validity of assessment results for english language learners with disabilities. Council of Chief State School Officers National Conference on Student Assessment (CCSSO, NCSA), National Harbor, MD.

Hatten, J., Christensen, L., Liu, K., & Goldstone, L. (2013). Discussant reaction to online asynchronous focus group participation: An examination of responses to the methodology. In Annual Conference of American Educational Research Association (AERA), San Francisco, CA.

Hatten, J., Goldstone, L., & Liu, K. (2012). Evaluating and improving online asynchronous focus groups conducted via learning management systems. In 26th Annual Conference of the American Evaluation Association (AEA). Minneapolis, MN.: AEA.

Hatten, J. & Christensen, L. (2012). Utilizing Online Technologies To Effectively Facilitate Data Gathering In Large-Scale Qualitative Research. In T. Bastiaens & G. Marks (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2012* (p. 611). Chesapeake, VA: AACE.

Liu, K., Hatten, J., Goldstone, L., Nguyen, H., & Larson, J. (2012) Qualitative research of ELLs with disabilities in online asynchronous environments. Poster presentation at College of Education and Human Development (CEHD) Research Day. McNamara Center, University of Minnesota.

Hatten, J. (2011). Proposing the 2(ICD) Design Model: How Interactive Inclusive Collaboration with the Client Informs Better Development and Design. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2011* (pp. 1261-1267). Chesapeake, VA: AACE.

Hatten, J. & Tholen Hatten, R. (2011). Transforming Collaboration into Cooperation: Fostering Positive Interdependence in Online Computer Supported Collaborative Learning Environments. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2011* (pp. 1268-1275). Chesapeake, VA: AACE.

Hatten, J. (2011). A Call for Essential Certification and Apprenticeship Socialization in K-12 Online Teaching. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4463–4467). Chesapeake, VA: AACE.

St Louis, E., McCauley, P., Breuch, T. & Hatten, J. (2009). Artscura: Experiencing Art Through Art. In T. Bastiaens et al. (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009* (pp. 1993-1998). Chesapeake, VA: AACE.

BOOK CHAPTERS & PUBLICATIONS

Liu, K. K., Thurlow, M. L., Ward, J., Hatten, J., & Christensen, L.L. (2014). Voices from the field: state assessments for ELLs with disabilities. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED). Retrieved from http://www.cehd.umn.edu/nceo/OnlinePubs/IVAREDFocusGroupReport.pdf

Hatten, J. (2008). Using blogs and wikis for teaching high school journalism. In Beach, R., Anson, C., Breuch, L.-A. K., and Swiss, T. *Teaching writing using blogs, wikis, and other digital tools (*pp. 172-173). Norwood, MA: Christopher-Gordon Publishers, Inc.

CONFERENCE SYMPOSIA & WORKSHOPS

Liu, K., Hatten, J., & Nguyen, H. (2012, August). Improving assessment results for ELLs with disabilities. Minnesota Assessment Conference, Northwestern College, Roseville, MN.

Krueger, R., Casey, M.A., Ernst, D., Lee, M., Link, A., Sintjago, A., O'Leary, P., Hatten, J., O'Brien, M.K., Dinsmore, S., Lindsay, C., and Longley, N. (2012, March 29). Internet focus group interviewing. Conference Session at Minnesota Evaluation Studies Institute (MESI) Conference, St. Paul, Minnesota.

SERVICE TO PROFESSION

USF Instructional Technology Graduate Certificate Coordinator 2015-present

USF General Education Council (GEC) 2018-present

USF College of Education Undergraduate Program Council (UPC) 2017-present

USF College of Education Internal Review Board (IRB) Reviewer 2019-present

AERA Computer & Internet Applications in Education (CIAE) SIG 2016-present
SIG Chair Emeritus (2018-2019)
SIG Chair (2016-2018)

Annual Meeting Reviewer (2016-2019)

USF College of Education Website Workgroup Committee 2016-2018

Global Conference on Education and Research (GLOCER) 2017
Annual Reviewer (2017)
Certificate of Excellence in Reviewing (2017)

Watergrass Elementary School Advisory Committee, Wesley Chapel, FL 2016-present

UMN Curriculum & Instruction Graduate Student Association mentor 2012-2014

Upload/Download, Learning Technologies design collaborative 2009-2015

Institute on Community Integration SUMIT (St. Paul Schools) mentor 2011-2013

COMMUNITY INVOLVEMENT/OUTREACH

Hatten, J. (2011, Nov. 14). Twitter feeds, online collaboration, clickers, & instant polling. *Invited presentation at Institute on Community Integration Annual Kickoff Event. Minneapolis, MN.*

Hatten, J. (2010, January 22). Technology tools for you*. Keynote presentation at Duluth City Speaker Series, Duluth City Hall,* Duluth, MN.

Hatten, J. (2007, 2008). *Integrating Web 2.0 Into Your Classroom: A Workshop For All K-12 Teachers.* Minnesota Department of Education, Roseville, MN

AWARDS AND HONORS

Nominee, Outstanding Undergraduate Teaching Award 2018-2019
University of South Florida, Tampa, FL

Nominee, Margaret B. Tritle Excellence In Teaching Faculty Award 2017
College of Education, University of South Florida, Tampa, FL

Nominee, Education Minnesota State Teacher of the Year 2001
Minneapolis, MN

MEDIA COVERAGE

WTVT FOX13, Tampa Bay, FL. (2017, Aug. 31). "Online classes help high school students graduate." Expert interviewee. Marc Wilson, FOX 13 News. Archived at http://www.fox13news.com/news/local-news/online-classes-help-high-school-students-graduate

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

Member, American Educational Research Association (AERA)	2010-present
Member, Association for the Advancement of Computing in Education (AACE)	2010-present
Member, National Council of Teachers of English (NCTE)	1995-present
Member, American Evaluation Association (AEA)	2012-2013
Member, Minnesota Council of Teachers of English (MCTE)	1995-2008
Member, Minnesota State Coaches Association (MNSCA)	1995-2008
Contributor, Associated Press	1989-2003
Contributor, Knight-Ridder News Service	1995-2003
Contributor, Gannet News Service	1989-1994

J. Howard Johnston, Ph.D.

Professor Emeritus

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Summary of Professional Activities and Achievements

- Launched the Educational Policy and Information Center, a research and dissemination project to inform legislators, policy makers and citizens about research-based educational policy in Florida.
- Designed and secured USF approval for an Ed. D. program in Educational Innovation currently enrolling 140 students from multiple fields, including schools, colleges, business, nonprofits, the arts, NGOs, medicine, and the military.
- Consultant to schools, districts, communities and states on promoting school success among challenging and impoverished populations. Service provided in all 50 states, 7 Canadian provinces, and 12 countries in Europe, Asia, Latin America, and the Caribbean.
- Recognized researcher and author published extensively on social education, school improvement, leadership effectiveness, and community engagement to boost student achievement and ultimate school success. Author of 9 books, more than 150 articles, book chapters and monographs, and 1500 papers and presentations.
- More than 25 years of experience leading business and education partnerships in 32 states designed to improve school performance in communities of strategic and philanthropic interest to business donors or foundations. Recent projects involved leadership development in 1000 schools in 21 states in the Union Pacific rail system, a graduation enhancement and post-secondary preparation program for the State of Oregon, a middle school improvement program funded by Champion International and International Paper, and a nonprofit internship program for low income students sponsored by Pacific Life Foundation.
- Provider of direct, technical assistance to schools and communities in Appalachian environments, Native American reservations, urban centers, and rural communities throughout the U.S.
- Managed multi-million dollar budgets in academic institutions in both Ohio and Florida. Grew enrollment in academic programs through partnerships with schools and other youth-serving agencies, and created centers for academic entrepreneurship to promote fiscal health of the institutions.
- Served as Associate Dean and Dean of Education of a college with more than 200 employees and an annual budget in excess of $10 million. Served as department chair of one of the largest departments at USF with 100 employees, a general funds budget of $5 million, and an additional $3.5 million in grants and contracts.

- Board Chair, Chart 411, a 501c3 nonprofit focused on educating children and the public at large about the Gulf of Mexico and coastal communities to promote sustainable living and public policy. www.Chart411.com.

Education

Year	Degree	Major	Institution
1974	Ph.D.	Educational Curriculum and Instruction and American Studies	University of Wyoming
1971	M.S.	Education and American Literature	SUNY, New Paltz
1969	B.A.	English, History Secondary Education	SUNY, New Paltz

University Experience

1974	Professor Literacy & Social Studies	Department of Curriculum & Instruction University of Cincinnati, Ohio
1975-77	Chair	Department of Curriculum & Instruction University of Cincinnati, Ohio
1978-85	Associate College Dean and Dean, Graduate School of Education	College of Education University of Cincinnati, Ohio
1980, 1981-82	Interim Dean	College of Education University of Cincinnati, Ohio
1981	Special Appointment	Co-chief Negotiator University Collective Bargaining Team University of Cincinnati, Ohio
1990-1995	Professor and Chair	Department of Secondary Education University of South Florida, Tampa
1995-2015	Professor	Department of Secondary Education Department of Teaching and Learning University of South Florida, Tampa

2016-present	Program Coordinator	Ed. D. in Educational Innovation College of Education University of South Florida, Tampa
2019-present	Interim Associate Director	David C. Anchin Center for the Advancement of Teaching University of South Florida
2019-present	Interim Director	Educational Policy Information Center College of Education University of South Florida, Tampa

Selected Publications (partial listing)

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1. Johnston, J. H. (forthcoming, 2021). John Lounsbury: Conscience of the Middle Level Movement. In Mertens, S. and Caskey, M. M., eds., *As He Saw It: John Lounsbury's Impact on Middle Level Education*. Charlotte: Information Age Publishing, Inc.
2. Legg, J. M. and Johnston, J. H. (forthcoming July, 2020). Concurrent Enrollment and Early College: Assuring Postsecondary Access and Achievement. *Policy Brief*. David C. Anchin Center for the Advancement of Teaching, College of Education, University of South Florida.
3. Alege, O. and Johnston, J.H. (April, 2020). Tackling Equity in Disciplinary Practices. *Policy Brief*. David C. Anchin Center for the Advancement of Teaching, College of Education, University of South Florida. https://www.usf.edu/education/anchin/research/tackling-equity-2020.aspx
4. Johnston, J. H. (2018). Foreword. In Mertens, S. and Caskey, M. M., eds., *Literature Reviews in Support of the Middle Level Research Agenda*. Charlotte: Information Age Publishing, Inc.
5. Johnston, J. H. and Williamson, R. D. (2013). The trouble with boys: high school completion and post-secondary success among low income rural populations. *Research into Practice*. University of Oregon and Oregon GEAR UP.
6. Johnston, J. H., Johnston, L. J. (September, 2010). Helping Parents Avoid Internet Predators. *Principal*. Volume 90: 1.
7. Johnston, J. H. (October, 2009). Dancing partners: Schools and businesses. *School Administrator*. 66:9, 24-28.
8. Johnston, J. H. and Armistead, L. (April, 2007). Win-Win Partnerships: Creating Positive Relationships with Businesses, Corporations and Universities. *American School Boards Journal*. 192:4, 42-44ff.

9. Johnston, J. H. and Hoffmann, J. (January, 2006). Learning to Lead: How Principals Make Use of Professional Development for High School Reform. *Leadership: The Journal of the California Association of School Administrators*. 35:3.
10. Hoffmann, F. J. and Johnston, J. H. (May/June, 2005). Professional Development By Principals, For Principals. *Leadership: The Journal of the California Association of School Administrators*. 34:5, 14-19.
11. Johnston, J. H., and Lew Armistead (2003). Business and Education Partnerships: A Cross Cultural Conversation . *High School Leadership* 5:4.
12. Williamson, R. and Johnston, J. H. (1999). Challenging orthodoxy: an emerging agenda for middle level reform. *Middle School Journal*. 30:4, March.
13. Williamson, R. D. and Johnston, J. H. (1998). A new model for high achieving schools. *School Administrator*. October.
14. Williamson, R. D. and Johnston, J. H. (1998). Responding to community concerns: effective strategies and tools for leaders. *NASSP Bulletin*. 82:599, September.
15. Johnston, J.H. and Williamson, R. (1998). Listening in four communities: community concerns about middle level schools. *NASSP Bulletin*. 82:597, April, pp. 44-52.
16. Johnston, J. H. (1997). From advisory programs to authentic adult-student relationships: restoring purpose to the guidance program. *Schools in the Middle*. 6:4, March/April.
17. Johnston, L. and Johnston, J. H. (1996). Technology: bringing our past, our present and our future into the classroom. *Schools in the Middle*. 5:3, February.
18. Johnston, J. H. and Williamson, R. D. (1996). *Through the Looking Glass: the Future of Middle Level Education*. Special publication. Reston, VA: National Association of Secondary School Principals. (Website:www.nassp.org)
19. Williamson, R., Johnston, J. H. and Kanthak, L. (1995). Creating a culture of achievement in the middle school. *Schools in the Middle*. 5:2, November.
20. Johnston, J. H. (1994). Home-school partnerships: Shall we dance? *Schools in the Middle*. 4:2, November.
21. Johnston, J. H. (1992). Portrait of John Lounsbury, Founders' Series, *Middle School Journal*. 24:2, November.
22. Johnston, J. H., Markle, G. C., Arth, A. A., Roh, L., Tonack, D., Trawinski, P. (1992). Gifted and talented education, part II: programs, curricula and outcomes. *Middle School Journal*. 23.4 March.
23. Johnston, J. H., and Markle, G. C. (1991). Gifted and talented education, part I: definition, identification, and rationale. *Middle School Journal*. 23:2, November.
24. Markle, G. C., Johnston, J. H., Geer, C., and Meichtry, Y. (1990). Teaching for understanding. *Middle School Journal*. 22:2, November.
25. Johnston, J. H., Markle, G. C. and Arhar, J. M (1988). Cooperation, collaboration and the professional development of teachers. *Middle School Journal*. 19:3, May.
26. Arhar, J. M., Johnston, J. H. and Markle, G.C. (1988). The effects of teaming and other collaborative arrangements. *Middle School Journal*. 19:4, July.

Books and chapters in book

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1. Johnston, J. H. and Williamson, R. D. (forthcoming, 2020). *Changing Attitudes, Changing Everything: A Guide for Leaders*. Thousand Oaks, CA: Corwin Press.
2. Johnston, J. H. and Williamson, R. D. (2013). *The New Normal: Leading Schools in an Era of Declining Resources*. New York: Routledge/Eye on Education. ISBN: 0415734819
3. Williamson, R. D. and Johnston, J. H. (2013). The challenge of middle level leadership. In Andrews, G. P. (ed.), *Research as a guide to practice at the middle level*. Columbus, OH: Association for Middle Level Education and American Educational Research Association. ISBN: 978-1-56090-250-8
4. Williamson, R. D. and Johnston, J.H. (2012). *The School Leader's Guide to Social Media*. New York: Routledge/Eye on Education.
5. Johnston, J. H. (2011). Prominent Leaders in Middle Grades Education, a Profile of J. Howard Johnston. In Smith, T. W. and McEwin, C. K., *The Legacy of Middle Level Leaders: In Their Own Words*. Charlotte, NC: Information Age Publishing, Inc.
6. Williamson, R. D. and Johnston, J. H. (2010). Leadership in the Middle Level School. In V. Anfara, G. Andrews, and S. Mertens (Eds.). *The encyclopedia of middle grades education, 2d edition*. Greenwich, CT: Information Age Publishing.
7. Johnston, J. H. (2007). The Challenge of Leadership in the Middle Grades. *Helios Report on Education in Florida in the Middle Years*. Tempe, AZ: Helios Foundation and the Arizona State University Press.
8. Williamson, R. D. and Johnston, J. H. (2005). Leadership in the Middle Level School. In V. Anfara, G. Andrews, and S. Mertens (Eds.). *The encyclopedia of middle grades education*. Greenwich, CT: Information Age Publishing.
9. Johnston, J, and Ronald Williamson. Leadership and School Reform at the Middle Level, in *School Reform at the Middle Level* . Boston: Educational Development Corporation , 2005.
10. Johnston, J, and Ronald Williamson. *Policy Issues Related to Creating High Performing Schools*. Greenwich: Information Age Publishing, 2004.
11. Johnston, J. H. (October, 2002). *High Performing Teams. A multi-media, staff development tool kit for schools involved in reform initiatives*. Produced by Michigan Schools in the Middle, Center for Excellence in Middle Level Education, Central Michigan University.
12. Johnston, J. H. (2001). *The History of the Middle Level School*, Online, interactive Internet-based video training module. Reston, VA: National Association of Secondary School Principals.
13. Johnston, L. L., Forde, J. and Johnston, J. H. (2001). *Use that Computer: Real Help for Real Teachers.* Nashville, TN: Incentive Publications.
14. Berson, M., Cruz, B., Duplass, J. and Johnston, J.H. (2000). *Social Studies on the Internet*. Englewood Cliffs, NJ: Prentice-Hall. Four editions, 2000-2005.

15. Johnston, J. H. (September, 1999 – August, 2001). Senior Content Development Specialist, http://www.middleschool.com, the website of the Champion International Middle School Partnership. Stamford, CT: Champion International Corporation.
16. Williamson, R. and Johnston, J. H. (1998). *Able Learners in the Middle School: Identifying Talent and Maximizing Potential*. Reston: National Association of Secondary School Principals.
17. Johnston, J. H. (1997). Involving Families in Schools: Models for Middle and Secondary Schools, in Olson, G., Hanhan, S. F., and Fuller, M. L., eds., *Family and School Partnerships*. Boston: Allyn and Bacon.
18. Williamson, R. E. and Johnston, J. H. (1996). *Middle School Leadership Crisis: An Analytical Case Study*. Tampa, FL: Center for High Achieving Schools.
19. Williamson, R. E. and Johnston, J. H. (1996). *Middle School Achievement: An Analytical Case Study*. Tampa, FL: Center for High Achieving Schools.
20. Williamson, R. E. and Johnston, J. H. (1995). *Middle Level Reform Five Years After Implementation: A Case Study.* Tampa, FL: Center for High Achieving Schools.
21. Paul, J. L., Johnston, J. H., and Raines, S. (1995). Educating Teachers for All Children: Clinical, Social and Political Constructions of Teacher Education, in Paul, J.L., Evans, D. and Rosselli, H., eds., *Integrating School Restructuring and Special Education Reform*. Orlando: Harcourt Brace.
22. Johnston, J. H. (1992). School Transitions and Their Effects on Social Membership for At Risk Students, in Johnston, J. H. and Borman, K., eds., *Effective Schooling for Economically Disadvantaged Students: School-Based Strategies for Diverse Student Populations. Social and Policy Issues in Education Series*, New York: Ablex Press.
23. Johnston, J. H. and Borman, K., eds. (1992). *Effective Schooling for Economically Disadvantaged Students: School-Based Strategies for Diverse Student Populations. Social and Policy Issues in Education Series*, New York: Ablex Press.
24. Arhar, J. M., Johnston, J. H. and Markle, G.C. (1992). Cooperation and Collaboration among Middle School Teachers, in Lounsbury, J. H., ed., *Connecting the Curriculum Through Interdisciplinary Instruction*. Columbus, OH: National Middle School Association.
25. Johnston, J. H. (1991). Cultural and Community Influences and the Early Adolescent, in Irvin, J., ed., *Perennial Issues in Middle Level Education*. Boston: Allyn and Bacon.
26. Johnston, J.H. (1991). School Climate and Culture, in Irvin, J., ed., *Perennial Issues in Middle Level Education*. Boston: Allyn and Bacon.
27. Williamson, R. and Johnston, J. H. (1991). *Planning for Success: Reorganizing Middle Level Education*. Reston, VA: National Association of Secondary School Principals.
28. Johnston, J. H. (1990). *The new American Family and the School*. Columbus, OH: National Middle School Association.
29. Johnston, J.H. (1989). *Studying Excellence: A Guide to Program Evaluation at the Middle Level School*. Reston: National Middle School Association.
30. Lounsbury, J. H. and Johnston, J. H. (1988). L*ife in Three Sixth Grades*. Reston: National Association of Secondary School Principals.

31. Johnston, J. H. and Markle, G. C. (1986). *What Research Says to the Practitioner*. Columbus, OH: National Middle School Association
32. Lounsbury, J. H. and Johnston, J. H. (1985). *How Fares the Ninth Grade?* Reston: National Association of Secondary School Principals.
33. Arth, A. A., Johnston, J. H., Lounsbury, J. H., Melton, G., Toepfer, C. F. (The Council on Middle Level Education), *Agenda For Excellence at the Middle Level* series. Reston: National Association of Secondary School Principals. Lead author for: *Agenda for Excellence at the Middle Level* (1984), *Developing a Mission for the Middle Level School* (1986), and *Studying Excellence* (1989).

Selected Presentations

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1. Johnston, J. H. and Williamson, R. D. (October, 2015). *Changing Attitudes, Changing Everything: A Research-Based Approach to Promoting School Improvement*. Association of Middle Level Education annual conference. Columbus, OH.
2. Johnston, J. H. (May, 2014). *Creating High Engagement Schools for Disadvantaged Youth: A Report of Research.* Florida Sterling Conference Education Summit. Orlando.
3. Williamson, R. D. and Johnston, J.H. (November, 2013). *Leveraging the power of social media in school leadership*. Association of Middle Level Education (AMLE) annual conference. Minneapolis, MN.
4. Johnston, J. H. and Williamson, R. D. (November, 2013). *The New Normal: Tools for Leading Schools in an Era of Declining Resources*. Association of Middle Level Education annual conference, Minneapolis, MN.
5. Johnston, J. H. (January, 2013). *Social Media and School Leadership: Powerful Tools for Title 1 Leaders*. National Title 1 Conference, Nashville, TN.
6. Johnston, J. H. and Williamson, R. D. (November, 2012). *Social Media and School Leadership: 21st Century Tools for 21st Century Leaders*. Association of Middle Level Education Annual Conference, Portland, OR.
7. Johnston, J. H. and Williamson, R. D. (November, 2012). *The New Normal: School Leadership in an Era of Declining Resources*. Association for Middle Level Education Annual Conference, Portland, OR.
8. Johnston, J. H. (July, 2012). *Changing Attitudes, Changing Everything: Creating a Culture of School Reform*. National GEAR UP Conference, Washington, DC.
9. Johnston, J. H. (February, 2012). *Making School Reform Stick: Raising and Sustaining Achievement in Schools*. J. Lloyd Trump Memorial Lecture, National Association of Secondary School Principals, Annual Conference, Tampa, FL.
10. Johnston, J. H. (November, 2011). *Raising Achievement for Low-Performing Students: A School-Wide Model and Plan*. Breakout Session. National Middle School Association Annual Conference. Louisville, KY.

11. Johnston, J. H. and Williamson, R. D. (October, 2011). *Personalized Professional Development for School Leaders: Report of First Year Outcomes*. Breakout Session. GEAR UP Northwest Annual Conference. Portland, OR.
12. Johnston, J. H. and Williamson, R. D. (July, 2011). *School Leadership to Promote College-going and Success: Results of a Personalized, Professional Development Program for GEAR UP Principals* . Breakout Session. GEAR UP/NCCEP Annual Conference. San Francisco, CA.
13. Johnston, J. H. (April, 2011). *A Leadership Agenda for Promoting College Admission and Success for Poor, Rural Students.* Oregon GEAR UP Annual Success Conference, Oregon Higher Education Department. Bend, OR.
14. Williamson, R. D. and Johnston, J. H. (February, 2011). *Rigor in the School Curriculum: Leadership Strategies and Skills*. Breakout Session. National Association of Secondary School Principals, Annual Convention. San Francisco, CA.
15. Senior Content and Feature Editor, www.principalspartnership.com, the website of the Principals' Partnership, a program of the Union Pacific Foundation, 2001-2011.
16. Johnston, J. H. (November, 2010). *Leadership for Sustainable Innovation in Middle Schools: A New Reform Agenda.* William Alexander Memorial Lecture, National Middle School Association Annual Conference, Baltimore, MD.
17. Johnston, J. H. (July, 2010). *A Leadership Development Model and Plan for GEAR UP Schools: Leading Toward College Success*. Breakout Session. GEAR UP/NCCEP Annual Conference. Washington, DC.
18. Johnston, J. H. (May, 2010). *Pathways to College: Beyond Dropout Prevention for Poor, Rural, and Minority Youth.* Oregon GEAR UP Annual Success Conference, Oregon Higher Education Department. Bend, OR.
19. Johnston, J. H. (February, 2009). *School Reforms That Stick: Sustainable Innovations for Middle and High Schools*. Keynote Presentation. National Association of Secondary Schools Annual Conference. San Diego, CA.
20. Johnston, J. H. (2007*). Tinkering toward reform: core values of middle level improvement*. Leadership keynote address. National Middle School Association Annual Convention. Houston, TX.
21. Johnston, J. H. (June, 2007). *Success for High Risk Students: Policy and Practice Lessons from the Field*. Superintendents' Conference, Region 12 Education Service Center, Waco, TX.
22. Johnston, J. H., and Ronald Willliamson. *Levers of Leadership: Principal Power and School Reform at the Middle Level School* . Minneapolis, Mn: National Middle School Association, 2004.
23. Johnston, J. H., *Convention Keynote and The William Alexander Memorial Lecture: Raising Standards, Raising Children -- An Agenda for the Next Decade* . Minneapolis: National Middle School Association, 2004.
24. Johnston, J, H. and Ronald Williamson. *Middle LEvel School Reform: Tools for Leaders* . Orlando: National Association of Secondary School Principals, 2004.

25. Johnston, J. H. (March, 2000). *The high achieving middle school: a model and plan*. Two day workshop. ASCD professional development institute series. Chicago, IL.
26. Johnston, J. H. (November, 1998). *A school wide model for productive student behavior*. Assembly. NMSA annual convention. Indianapolis, IN.
27. Johnston, J. H. (November, 1998). *A vision for school reform: competence, courage and character*. Keynote. NMSA Annual convention. Indianapolis, IN. November, 1998.
28. Johnston, J. H. (March, 1998). *Able learners in the middle level school. Workshop Session. ASCD annual convention*. San Antonio, TX.
29. Johnston, J. H. and Ronald Williamson (March, 1998). *Creating a high achieving middle school: tools for leaders.* Workshop session. ASCD annual convention. San Antonio, TX.
30. Johnston, J. H. and Ronald Williamson (February, 1998). *Community based middle school reform*. Workshop. NASSP annual convention. San Diego, CA
31. Johnston, J. H. (February, 1997). *High achieving schools: an agenda for the future*. Distinguished middle level lecture. NASSP annual convention. New Orleans, LA.
32. Johnston, J. H. (November, 1993). *The knowledge base for teacher preparation*. Assembly. NMSA annual convention. Portland, OR.
33. Johnston, J. H. (November, 1993). Learning to work, learning to serve: adolescent contributions to family and community welfare. Assembly. NMSA annual convention. Portland, OR.
34. Creating school communities. Pre-conference workshop. ASCD annual convention. Washington, DC. March, 1993.
35. Johnston, J. H. (November, 1992). *Family life and school achievement among economically disadvantaged youth*. Assembly. National Middle School Association annual convention. San Antonio, TX. November, 1992.
36. Johnston, J. H. (August, 1992). *Assuring school success in diverse communities*. Five day workshop. State of Alaska Staff Development Institute. Anchorage, AK. August, 1992.
37. Johnston, J. H. (March, 1992). *Success for all children: full inclusion for high risk populations*. Two Day Pre-conference. Association for Supervision and Curriculum Development annual conference. New Orleans, LA. March, 1992.
38. Johnston, J. H. (November, 1991). *Tracking, ability grouping and equity*. Distinguished Lecture. NASSP annual convention. Orlando, FL.
39. Johnston, J. H. (February, 1990). *Creating school membership for students at risk*. J. Lloyd Trump Lecture. National Association of Secondary School Principals' annual convention. San Diego, CA.
40. Johnston, J. H. (November, 1989). *Family life and school achievement among disadvantaged youth*. Paper. National Middle School annual convention. Toronto, Ontario, Canada, 1989.
41. Johnston, J. H. (February, 1988). *Heroes, witches, warlocks and tribes: a cultural analysis of leadership in the middle school*. Paper, NASSP Annual Convention, Anaheim, CA. 1988.

Other Publications

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1. Johnston, J. H. (March, 2014). Partnering with Parents to Promote Post-Secondary Enrollment: Foundations and Basic Strategies. *Research Into Practice Brief.* Published by Practical Leadership, LLC for the Oregon University System, GEAR UP.
2. Johnston, J. H. (January, 2014). Sustaining Innovation, Part 2 & 3: Strategies and Examples. *Research Into Practice Brief.* Published by Practical Leadership, LLC for the Oregon University System, GEAR UP.
3. Johnston, J. H. and Williamson, R. D. (September, 2013). Truancy and Attendance: Interventions for High Schools (Revised). *Research Into Practice Brief.* Published by Practical Leadership, LLC for the Oregon University System, GEAR UP.
4. Williamson, R. D. and Johnston, J. H. (May, 2013). Emerging opportunities: Social media and school leaders. *Instructional Leader*. 26(3).
5. Williamson, R. D. and Johnston, J. H. (n.d.). Common Core State Standards. *Research into Practice Brief*. Published by Practical Leadership, LLC for the Oregon University System, GEAR UP.
6. Johnston, J. H. (October, 2013). Sustaining Innovation, Part I: Foundations of Sustainability. *Research Into Practice Brief.* Published by Practical Leadership, LLC for the Oregon University System, GEAR UP.
7. Johnston, J. H. (April, 2013). Grant Writing for School Programs. *Research Into Practice Brief.* Published by Practical Leadership, LLC for the Oregon University System, GEAR UP.
8. Johnston, J. H. (December, 2012). Small Schools, Big Results. *Research Into Practice Brief.* Published by Education Partnerships, Inc. for the Oregon State University System, GEAR UP.
9. Johnston, J. H. (June, 2012). *The Trouble With Boys: Observations About Boys' Post-Secondary Aspirations, Attendance and Success.* Technical Report. Eugene: SUS of Oregon -- GEAR UP and the Ford Family Foundation.
10. Johnston, J. H. (April, 2012). *Pathways to College: What High Schools Can Do to Prepare Students for College Admission and Academic Success in Higher Education*. Technical Report. Eugene: SUS of Oregon -- GEAR UP and The Ford Family Foundation.
11. Johnston, J. H. (December, 2011). The Gender Gap in Post Secondary Education: Implications for Philanthropic Policy and Practice. Technical Report. Eugene, OR: The Ford Family Foundation.
12. Johnston, J. H. (October, 2011). Return on Investment (ROI) for Educational Philanthropy. Research into Practice, Technical Report. Stamford, CT: Education Partnerships, Inc. Prepared for the New Jersey Department of Education and Office of the Governor of New Jersey.
13. Johnston, J. H. (June, 2011). The New Normal: Leading Schools in an Era of Declining Resources. Research into Practice. Technical Report prepared for the Oregon University System, GEAR UP Leadership Initiative.

14. Williamson, R. D. and Johnston, J. H. (June, 2011). School Leadership Matters for Student Success: An Evaluation of the Leadership Development Program, Oregon GEAR UP Schools. Technical Report. Eugene: Oregon University System, GEAR UP.
15. Johnston, J. H. and Williamson, R. D. (May, 2011). College Prep: A Timeline for Leaders. Interactive Planning Resource and Technical Report. Eugene: Oregon University System. For Interactive Version, visit: http://www.coedu.usf.edu/main/departments/seced/Faculty/documents/Prin_Checklist_Fnl.pdf.
16. Johnston, J. H. (2010). Evaluation of the High School Nonprofit Internship Experience: Year 2. Technical Report. Newport Beach, CA: Pacific Life Foundation and Education Partnerships, Inc.
17. Johnston, J. H. (2010). College Access, Admission, Retention and Success Among Rural, Poor and Minority Youth. Technical Report. Eugene: Oregon University System.
18. Johnston, J. H. (2009). Evaluation of the High School Nonprofit Internship Experience. Technical Report. Newport Beach, CA: Pacific Life Foundation and Education Partnerships, Inc.
19. Johnston, J. H. (2009). Poverty and Rural Schools. Research Brief. GEAR UP Program. Eugene, OR: Oregon University System and Education Partnerships.
20. Johnston, J. H. (2009). Time and Learning in High School. Research Brief. GEAR UP Program. Eugene, OR: Oregon University System and Education Partnerships, Inc.
21. Johnston, J.H. (2008). School Safety Part III: The Aftermath of Crisis. http://www.principalspartnership.com.
22. Johnston, J. H. (2008). Time for Learning: Maximizing Learning Time in the High School. http://www.principalspartnership.com
23. Johnston, J. H. (May, 2008). High School Internships: Components and Models. A Review of Literature. New Orleans, LA: New Orleans Recovery School District.
24. Johnston, J. H. and Williamson, R. D. (2008). Principal Assessment Development Project in the
25. Philadelphia School District: Linking Principal Evaluation to Student Achievement. Philadelphia, PA: The Philadelphia School District.
26. Johnston, J. H. (2007). *School Safety: Planning and Prevention*. http://www.principalspartnership.com/feature307.html. (Accessed: 04/23/2008).
27. Johnston, J.H. (November, 2001 – 2011). Senior content Development Specialist, www.principalspartnership.com, the website of the Principals' Partnership, sponsored by Union Pacific. Responsible for preparing 6-8 feature articles, 6-8 administrative focus articles, and 6-8 partnership focus articles per year, showcasing school improvement efforts in partnership schools in 21 states from Chicago to the Pacific Coast.
28. Johnston, J. H. (2007). *School Safety: The Aftermath of Crisis*. http://www.principalspartnership.com/feature1107.html. (Accessed: 04/23/2008).
29. Johnston, J. H. (2007). *School Safety: The Crisis Response*. http://www.principalspartnership.com/feature707.html. (Accessed: 04/23/2008).

Honors and Awards

Distinguished Service Award, National Association of Secondary School Principals. This is the highest award given by the largest school administrators' association in the world. Given in recognition of career-long service to school leaders.

John H. Lounsbury Award, Association for Middle Level Education. This is the highest award given by the largest organization devoted to middle grades education. It was presented for life-long service to middle level schools, educators, and children.

Legacy Award, Association for Middle Level Education. This is a peer-nominated award that is presented by the association's Board for consistent, exemplary service to middle level educators. National Educational Press Association Award for Excellence. This award is given for educational writing that focuses on critical issues and concerns to professional educators and the communities they serve.

Selected Keynote Addresses

I have given keynote addresses or presentations in all 50 states, 7 Canadian provinces, and 12 nations in Europe, Asia, Africa, Latin American and the Caribbean. A partial listing of keynote addresses follows:

1. National Middle School Association (3 times)
2. Indiana Middle School Association
3. Wisconsin Association of School Administrators
4. Department of Defense Middle Level Conference (Germany)
5. Florida Middle School Association
6. Hawaii Middle School Association
7. Illinois Middle School Association
8. New England League of Middle Schools
9. Department of Defense Dependent Schools International Conference (Germany)
10. Georgia Middle School Association
11. Virginia Middle School Association
12. Texas Middle School Association
13. New York Middle School Association
14. Near East South Asia Association of Schools (Athens, Greece)

15. Maine Middle school association
16. European League of Middle Schools (Brussels, Zurich)
17. California League of Middle Schools
18. International Association of Fire Chiefs
19. Department of Defense Regional Educational Conference (Okinawa, Japan)
20. Guam Education Association Annual Conference (Agana, Guam)
21. Title I National Conference, Nashville, TN

References Available Upon Request

CURRICULUM VITAE

Rachel L.T. Hatten, M.A.

Home address: [redacted]

Work address: David C. Anchin Center for the Advancement of Teaching
University of South Florida
College of Education
[redacted]

EDUCATION

University of Minnesota: Ph.D
College of Education and Human Development
Minneapolis, MN
2010-present

- Ph.D. Candidate, Curriculum and Instruction – Critical Literacy and English education track
- ABD, November 2016
- Current GPA: 4.0/4.0 scale
- Expected graduation: December 2020
- Dissertation focus: Actualizing Social Justice, Critical Literacy, and Detracking Efforts in Suburban Contexts

University of Minnesota: M.A.
College of Education and Human Development
Minneapolis, MN
July 2004-January 2008

- M.A., Curriculum and Instruction – Critical Literacy Education
- GPA 4.0/4.0 scale
- Degree conferred January 31, 2008
- Thesis: "Weblogs and the High School English Classroom: Examining Shifting Identities and Disruptions to Traditional Power Relationships Online"

St. Olaf College: B.A.
Northfield, MN
August 1999-May 2003

- B.A., English, summa cum laude
- Communication Arts/Literature 5-12, Teaching Licensure
- GPA 3.89/4.0 scale

EMPLOYMENT

Director of Professional Development
David C. Anchin Center for the Advancement of Teaching
University of South Florida, College of Education
Tampa, FL
March 2020-Present

Adjunct Instructor
University of South Florida St. Petersburg
College of Education
St. Petersburg, FL
August 2017-Present

District Administrator: Supervisor, K-12 Literacy
Pasco County Schools
Office for Leading and Learning
Land O'Lakes, FL
December 2019-March 2020

District Administrator: Senior Instructional Specialist, Secondary Literacy
Pasco County Schools
Office for Teaching and Learning
Land O'Lakes, FL
July 2016-December 2019

English Language Arts Curriculum Specialist
Pasco County Schools
Office for Teaching and Learning & Northwest Regional Team
Land O'Lakes, FL
August 2015-July 2016

Facilitator/Instructor: Culturally Responsive Teaching
West Metro Education Program: Cultural Collaborative
Minneapolis, MN
August 2014-August 2016

District Racial Equity Coach
Edina Public Schools
Edina, MN
August 2014-August 2015

Staff Development Trainer/Literacy Coach
Edina Senior High School
Edina, MN
August 2010-August 2015

English/Language Arts and Communication Teacher
Edina Senior High School
Edina, MN
August 2006-August 2015

***Images* Literary Arts Magazine Co-Advisor**
Edina Senior High School
Edina, MN
August 2010-August 2015

***Ready or Not Reading* Evaluator**
Center for College Readiness
Minneapolis, MN
September 2013-December 2014

Staff Development Co-chair
Edina Senior High School
Edina, MN
August 2012-August 2013

English/Language Arts Teacher
Champlin Park High School
Champlin, MN
September 2003-August 2006

TEACHING

University of South Florida St. Petersburg

- EDG4376: Literacy, Literature, and Social Studies, Fall 2017, Fall 2018, Spring 2019, Fall 2019
- RED4348: Literacy Development, Fall 2017, Spring 2018, Fall 2018, Spring 2019
- LAE4343: Writing Across the Curriculum, Summer 2018

University of Minnesota

- Curriculum & Instruction 5475: Digital Writing, Summer 2014, Summer 2013 (graduate students). Course taught in blended format (partially face-to-face, partially online)
- Education and Human Development 5003: Developmental and Individual Differences in Educational Contexts, Fall 2012 (teacher licensure candidates)

High School
Edina High School, August 2006-August 2015
Edina, MN

- Pre-AP English 10
- World Literature 12: A Senior Seminar
- May Term Courses 2015:
    - #BlackLivesMatter: Lessons from Ferguson
    - Senior Seminar: Sexual Assault on College Campuses

- 21st Century Mass Media, taught in blended format (partially face-to-face, partially online)
- Enriched English 10
- English 10
- Public Speaking
- Literature and Film I: Genre and Theme

Champlin Park High School, August 2003-August 2006
Champlin, MN

- English 9
- English 10
- Honors English 11: American Literature
- Creative Writing I
- Creative Writing II

Minnetonka High School, January 2003-April 2003: Student Teaching
Minnetonka, MN

- English 9
- AP English: Literature

RESEARCH AND SCHOLARLY CONTRIBUTIONS

Hatten, R.L.T. & Pyscher, T. (2015, April). *Negotiating Pedagogical Tensions Through Resistive Acts*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Hatten, R.L.T. (2014, March). *Teaching for Justice and Equity in the Common Core: Successfully Responding to Resistance to Social Justice Work.* Presentation at the Minnesota Department of Education, Roseville, MN.

Roehl, J. & Hatten, R.L.T. (2013, June). *Culturally Responsive Teaching and Social Justice.* Workshops presented at the Osseo Public Schools Summer Institute, Osseo, MN.

Hatten, R.L.T. (2013, February). *Teacher as Coach: The Flipped Classroom.* Presentation at the Minnesota Association of Independent Schools Conference, St. Paul, MN.

West, K. & Hatten, R.L.T. (2012, November). *Remixing Community and Content in Online and Hybrid-Format Courses.* Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, NV.

Hatten, R. L. T. (2012). Putting on virtual black face: A classroom analysis of grand theft auto. *Minnesota English Journal*, 47, 49-56.

Roehl, J. & Hatten, R.L.T. (2012, June). *Culturally Responsive Teaching and an*

Introduction to Thinking Maps. Presentation to the Osseo Public Schools Summer Institute, Osseo, MN.

Hatten, J. & Hatten, R.L.T. (2011, October). *Transforming Collaboration Into Cooperation: Fostering Positive Interdependence in Online Computer-Supported Collaborative Learning Environments.* Paper presented at the meeting of the AACE E-Learn World Conference, Honolulu, HI.

Hatten, R.L.T. (2011, February). *21st Century Skills, the Push for Blended Classrooms, and the View from the Trenches.* Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Madison, WI.

Contributor to Beach, R., Anson, C, Breuch, L. A., & Swiss, T. (2009). *Teaching Writing using Blogs, Wikis, and other Digital Tools*. Norwood, MA: Christopher Gordon.

West, K. & Hatten, R.L.T. (2007, April). *Digital Literacies and the High School English Classroom.* Presentation at the meeting of the Minnesota Council of Teachers of English Spring Conference, Minneapolis, MN.

Roehl, J., West, K. & Hatten, R.L.T. (2007, April). *Thinking Map Strategies for Increasing Student Engagement and Achievement.* Presentation at the meeting of the Minnesota Council of Teachers of English Spring Conference, Minneapolis, MN.

Hatten, R.L.T. (2007, February). *Weblogs and the High School English Classroom: Examining Shifting Identities and Disruptions to Traditional Power Relationships Online.* Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Nashville, TN.

Professional Workshops

Presenter and Facilitator, Pasco County Schools, August 2015-March 2020: workshops and trainings to support the 19 K-12 schools in the Northwest Region of Pasco County and the 28 secondary schools in all of Pasco County with regard to the following topics: instructional shifts for English Language Arts, Common Core State Standards, Language Arts Florida Standards, text complexity, question sequencing, engagement techniques, monitoring for learning, planning within a PLC, data-driven instruction.

Presenter, West Metro Education Program, September 2014-May 2015: "Culturally Responsive Teaching." Course offered to practicing teachers in West Metro Education Program consortium of districts. 9 sessions; course meets monthly.

Presenter, Edina Public Schools Summer Technology Institute, August 2013: "They Like It! So What? A Look at Blended English at EHS"

Presenter, Culturally Relevant Pedagogy, Osseo Public Schools Summer Institute, Maple Grove Junior High, June 11, 2013

Presenter, Equity Seminar #3: Equity for Global Times, Staff Workshop at Edina High School, February 22, 2011

Presenter, Equity Seminar #2: Racial Awakening Stories, Staff Workshop at Edina High School, October 27, 2010

Teacher Leader, Collaborative Action Research in Equity (CARE) team meeting, September 2010

Presenter, Equity Seminar #1: Pedagogy of Confidence, Workshop at Edina High School, August 2010

Presenter, Culturally Responsive Leadership Team: Race at EHS, Workshop at Edina High School, February 23, 2010; 100 teachers and administrators, 2 hours

Presenter, Culturally Responsive Leadership Team: National Urban Alliance (NUA) Literacy Strategies, Workshop at Edina High School, November 24, 2009

Teacher Leader, Culturally Responsive Leadership Team, Edina High School, September 2009-Present

Presenter, Culturally Responsive Leadership Team: National Urban Alliance (NUA) Literacy Strategies, November 24, 2009: 100 teachers and administrators, 3 hours Edina High School

Other
STEPS Camp for Girls, Instructor: "Gender Stereotypes in the Media"
University of St. Thomas, June 2010-August 2015
St. Paul, MN

AWARDS AND DISTINCTIONS

- Pasco County Schools District Administrator of the Year, Nominee, Fall 2018
- Pasco County Schools Excellence in Service Award, April 2016
- Who's Who Among America's Teachers, 2004-2005, 2005-2006, 2009-2010
- Chancellor's List for Excellence in Graduate Study, January 2006, January 2007
- National Council of Teachers of English Leadership Award, November 2004
- Phi Beta Kappa, membership awarded April 2003
- Buntrock Regent's Scholar, September 1999-May 2003
- Dean's List, September 1999-May 2003

MEMBERSHIPS IN PROFESSIONAL ORGRANIZATIONS

- American Educational Research Association (AERA), Member, January 2014-Present
- National Council of Teachers of English, Member, January 2003-Present
- Minnesota Council of Teachers of English, Member January 2003-Present
- Minnetonka Symphony Chorus, Member, September 2003-2010

GRADUATE COURSEWORK

- Culturally Relevant Pedagogy
- Teaching Diverse Literature in K-12 Settings
- Education of the Gifted and Talented
- Qualitative Studies in Educational Contexts
- Critical Discourse Analysis
- Ethics and Research
- The History of the American Curriculum
- The Politics of Literacy and Race in K-12 Public Schooling
- Teaching Theory and Research
- Sociocultural Theory
- Literature for Adolescents
- Teaching Film, Television, and Media
- Contemporary Issues in Curriculum, Instruction, and Assessment
- Technology Tools for Educators
- Teaching Literacy
- Cooperative Learning
- Research Methods in Curriculum and Instruction
- Qualitative Research: Coding
- Teaching and Learning with the Internet
- Motivation Theory in Educational Contexts
- Research in Reading
- Classroom Discourse Analysis
- Quantitative Research Methods
- Ethnographic Research Methods

SERVICE ACTIVITIES

- School Advisory Council Committee, Wiregrass Ranch High School, August 2016-Present
- Wesley Chapel Athletic Association, Team Parent, February 2016-Present
- President, Music Association of Minnetonka Board of Directors, September 2008-August 2010
- Board of Directors, Minnesota Council of Teachers of English, 2005-August 2009
- Board of Directors, Music Association of Minnetonka 2006-August 2010
- St. Olaf College Volunteer Network, Program Director, Northfield Tutors, September 2002-May 2003

JAMES L. WELSH, Ph.D.
Curriculum Vitae

EDUCATION

Ph.D., 2014 University of South Florida, Doctor of Philosophy in Curriculum & Instruction: Literacy Studies, Specialization: Digital Media Composition, Cognate: Measurement, Program Evaluation, and Research

M.A., 2007, USF, Reading Education; B.S., 2004 USF, Elementary Education with ESOL Endorsement

PROFESSIONAL EXPERIENCE

2014 – Current Director, Florida Center for Instructional Technology (FCIT), USF

2009 – 2014 Assistant Director, FCIT, USF

2002 – 2009 Technology Integration Specialist and Project Manager, FCIT, USF

2004 – 2005 Classroom teacher, Pasco County Public Schools

JOURNAL ARTICLES

Welsh, J.L. & Harmes, J.C. (2018). Pedagogical Patterns in K12 Technology Integration. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1080-1085). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE).

Kozdras, D. & **Welsh, J.L.** (2018). Enter the Matrix: A Pedagogy for Infusing Technology. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 536-541). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE).

Gunn, A. A., **Welsh, J. L.**, & Peterson, B. J. (2015). Designing teaching cases that integrate course content and diversity issues. *Teacher Education Quarterly, 42* (1), 67-81.

King, J.R., Schneider, J.J., Kozdras, D., Minick, V., **Welsh, J.L.**, Feger, M.V, Kirby, A., & Brindley, R. (2013). The multiple ways technology invades and supports pre-service teacher education: A foray into multimedia literacies. *Journal of Reading Education, 38* (3),14-20.

Gunn, A., Bennett, S., Evans, L., Peterson, B., & **Welsh, J.L.** (2013). Autobiographies in preservice teacher education: A snapshot tool as a building block to culturally responsive pedagogy. *International Journal of Multicultural Education, 15* (1).

Rodriguez-Campos, L., & **Welsh, J.L.** (2012). A collaborative evaluation of an online informal learning program. *The International Journal of Learning, 18* (8) 213-224.

Schneider, J., King, J., Kozdras, D., Minick, V., & **Welsh, J.L.** (2012). Accelerating reflexivity? An ethno-theatre interpretation of a pre-service teacher literacy methods field experience. *International Journal of Qualitative Studies in Education, 25* (8).

BOOK CHAPTERS

Gunn, A.A., Bennett, S., Alley, K., Barrera, E., Cantrell, S., Moore, L., Welsh, J.L. (in press). "Revisiting culturally responsive teaching in an early childhood setting". In D. Farland-Smith (Ed.) Early Childhood Education. Charlotte, NC: Information Age Publishing.

Kozdras, D., Welsh, J.L., King, J., & Schneider, J.J. (2019). “Kids make movies: Investigating media literacies in action through rhizomatic and memetic analysis”. In L. Persohn & A. Frier (Eds.) EXTRA: A festschrift in honor of James R. King. Tampa, FL: USF College of Education.

Gunn, A.A., Bennett, S, Welsh, J.L., Peterson, B. (2018). “Teaching Cases as Pedagogical Tools for Transformative Practice”. In A. Lopez & E. Olan (Ed.) Transformative pedagogies in teacher education: Moving towards critical praxis in an era of change. Charlotte, NC: Information Age Publishing.

Harmes, J.C., & **Welsh, J.L.** (2015). “A framework for defining and evaluating technology integration in the instruction of real-world skills" In Y. Rosen (Ed.) *Handbook of research on computational tools for real-world skill development*. Hershey, PA: IGI-Global.

Gloudemans, J., & **Welsh, J.L.** (2015). “Model for collaborative evaluations in the education sector”. In L. Rodriguez-Campos (Ed.) *Collaborative Evaluation in Practice: Insights from business, nonprofit, and education.* Charlotte, NC: Information Age Publishing.

Parker, A.K., & **Welsh, J.L.** (2014) “Too many traits, too much time: Trying to teach writing with technology”. In J.J. Schneider (Ed.). *Casework in K-6 writing instruction: Connecting composing strategies, digital literacies, and disciplinary content to the Common Core*. New York, NY: Peter Lang.

Schneider, J., King, J., Kozdras, D., **Welsh, J.L.**, & Minick, V. (2009). "Multimedia, oral history, and teacher education: From community space to cyberspace". In D.L. Pullen, C. Gitsaki, & M. Baguley (Eds.). *Technoliteracy, discourse, and social practice: Frameworks and applications in the digital age*. Hershey, PA: Information Science Reference.

Welsh, J.L., Kozdras, D., King, J., & Schneider, J. (2009). "Media literacy camp: What works and why". In J. Richards and C. Lassonde, Eds. *Evidence-based quality literacy tutoring programs*. Newark, DE: International Reading Association.

PRESENTATIONS

Kozdras, D., Schneider, J., & **Welsh, J.** (October, 2019). *Fake news and finding facts: Fast and slow literacies in a socially mediated world.* Paper presented at the meeting of the International Literacy Association, New Orleans, LA.

Welsh, J.L. (April, 2018). *The use of the Technology Integration Matrix to challenge higher level thinking with advanced and gifted learners.* Paper presented at the UCF Advocates for Gifted Education Conference, Orlando, FL.

Welsh, J.L. & Harmes, J.C. (March, 2018). *Pedagogical Patterns in K12 Technology Integration.* Paper presented at the Society for Information Technology & Teacher Education International Conference, Washington, D.C.

Kozdras, D. & **Welsh, J.L.** (March, 2018). *Enter the Matrix: A Pedagogy for Infusing Technology.* Paper presented at the Society for Information Technology & Teacher Education International Conference, Washington, D.C.

Welsh, J.L. (December, 2016). *Analyzing websites for children: Methodological recommendations for documenting unstable texts.* Paper presented at the meeting of the Literacy Research Association, Nashville, TN.

Dawson, K., Dennard, A., Kohler, T., Ritzhaupt, A., & **Welsh, J.L.** (November, 2016). *Tools to support district and statewide educational technology research and evaluation.* Invited panel session presented at the meeting of the Florida Educational Research Association, Lakeland, FL.

Welsh, J.L., Kozdras, D., Stringer, C., & Wolkenhauer, N. (January, 2016). *Putting it together: Coaching, TIM, and the Digital Classroom Plan.* Paper presented at the Florida Education Technology Conference, Orlando, FL.

Welsh, J.L., & Dennis, D.V. (December, 2015). *Genres of children's websites: A methodology for analyzing digital texts.* Paper presented at the meeting of the Literacy Research Association. Carlsbad, CA.

Gunn, A. A., Bennett, S. V., Hart, S., **Welsh, J. L.**, Dennis, D., &. Richards, J. (2014, December).*Culturally responsive tools in higher education: Linking research to teacher education practices*. Symposium presented at the 64th annual Literacy Research Association, Marco Island, FL.

Welsh, J.L., & Dennis, D.V. (December, 2014). *Shooting selfies: Digital storytelling as a tool for self-representation of culture and cultural difference among preservice teachers.* Paper presented at the meeting of the Literacy Research Association. Marco Island, FL.

Kozdras, D., Schneider, J.J., Papke, A., **Welsh, J.L.** (2014, December). *Dialogism and carnivalesque: Using Bakhtin to navigate the art and craft of multimedia composition.* Paper presented at the meeting of the Literacy Research Association. Marco Island, FL.

Welsh, J.L. (February, 2014). *Teachers and apps: Four lessons from the Technology Integration Matrix*. Paper presented at the meeting of the National EBS Association. Orlando, FL.

Welsh, J.L., & Papke, A. M. (November, 2013). *Classroom technology use: Measurement and reporting*. Paper presented at the meeting of the Florida Charter School Conference. Orlando, FL.

Gunn, A. A., **Welsh, J.L.**, & Peterson, B. J. (February, 2013). *Designing and implementing teaching cases in content area course: A four phase model.* Paper presented at the meeting of the Eastern Educational Research Association. Sarasota, FL.

Welsh, J.L. (November, 2012). *Teaching and learning genre in K-12 settings*. Paper presented at the meeting of the Literacy Research Association. San Diego, CA.

Gunn, A., & **Welsh, J.L.** (February, 2012). *Designing and implementing teaching cases in content area courses to feature diversity issues in teacher education*. Paper presented at the meeting of the Association of Teacher Educators. San Antonio, TX.

Welsh, J.L. (October, 2011). *Educational innovation and change in the digital age*. Paper presented at the meeting of the Florida Association of Colleges for Teacher Education. Tampa, FL.

Rodriguez-Campos, L., & **Welsh, J.L.** (July, 2011). *A collaborative evaluation of an online informal learning program.* Paper presented at the meeting of the 18th International Conference on Learning. Reduit, Mauritius.

Welsh, J.L. (June, 2011). *Evaluating and supporting classroom technology integration*. Paper presented at the meeting of the Consortium of School Networking, Florida Chief Technology Officer Clinic. Clermont, Florida.

Kozdras, D., & **Welsh, J.L.** (May 2011). Engineering the perfect poem. In E. Manning (Chair), *STEM Poetry.* Symposium presented at the meeting of the International Reading Association. Orlando, FL.

Dennis, D., Kroeger, D., **Welsh, J.L.**, Brummer, R., & Baek, E. (April, 2011). *Retaining failed policies: A longitudinal study of Florida's mandatory third-grade retention policy.* Paper presented at the meeting of the American Educational Research Association. New Orleans, LA.

Gunn, A., & **Welsh, J.L.** (2011, April). *Developing a culturally responsive literacy pedagogy with preservice teachers.* Paper presented at the meeting of the American Educational Research Association. New Orleans, LA.

Schneider, J., Alley, K., Peterson, B., Gelfuso, A., Mahoney, B., Herzhauser, B., & **Welsh, J.L.** (December, 2010). *Are we using the "right" traits? A review of research and suggestions for practice.* Paper presented at the meeting of the American Reading Forum. Sanibel Island, FL.

Dennis, D., Kroeger, D., **Welsh, J.L.**, Brummer, R., & Baek, E. (December, 2010). *The road thus far: Long-term academic outcomes of Florida's third grade retention policy.* Paper presented at the meeting of the Literacy Research Association. Fort Worth, TX.

Dennis, D., Kroeger, D., **Welsh, J.L.**, Brummer, R., & Baek, E. (November, 2010). *Pre and post: A view of Florida's third grade retention policy.* Paper presented at the meeting of the Florida Educational Research Association. Orlando, FL.

Kemker, K., Drexler, W., & **Welsh, J.L.** (October, 2010). *Technology and Teacher education: Igniting the passion for technology integration.* Paper presented at the meeting of the Florida Association of Teacher Educators. St. Petersburg, FL.

Kozdras, D., **Welsh, J.L.**, King, J., & Schneider, J. (May, 2010). *A project of possibilities: Using performance and positioning theories to trace the multiple literate identities students enact during filmmaking composition.* Paper presented at the meeting of the American Educational Research Association. Denver, CO.

King, J., Schneider, J., Kozdras, D., & **Welsh, J.L.** (May, 2010). *The influence of genre across movie-making experiences: The development of discourse within young auteurs.* In poster session: *Research on written expression.* Paper presented at the meeting of the American Educational Research Association. Denver, CO.

Winkelman, R., & **Welsh, J.L.** (January, 2010). *Practical applications for classroom technology.* Paper presented at the meeting of the Florida Educational Technology Conference. Orlando, FL.

Winkelman, R., & **Welsh, J.L.** (September, 2009). *iTunes U*. Paper presented at the meeting of the Florida Department of Education, Bureau of Exceptional Education and Student Services. St. Petersburg, FL.

Welsh, J.L. (February, 2009). The nuts and bolts of podcasting. In E. Manning (Chair), *Chatting about podcasts with Read-Write-Think.* Symposium presented at the meeting of the International Reading Association. Phoenix, AZ.

Stahl, N., King, J., Schneider, J., Kozdras, D., & **Welsh, J.L.** (February, 2009). *National Reading Conference (NRC) cosponsored meeting: Making media make sense.* Paper presented at the meeting of the International Reading Association. Phoenix, AZ.

Winkelman, R., & **Welsh, J.L.** (January, 2009). *Digital resources, digital classrooms.* Paper presented at the meeting of the Florida Educational Technology Conference. Orlando, FL.

Richards, J., King, J., **Welsh, J.L.**, & Bennett, S. (December, 2008). *Broadening definitions of literacy, authentic literacy events, and literacy learning contexts: Making movies and making art in two innovative summer community projects.* Paper presented at the meeting of the American Reading Forum. Sanibel Island, FL.

Kozdras, D., King, J., Schneider, J., & **Welsh, J.L.** (December, 2008). *Becoming, being(s), and breaking: A rhizomatic analysis of the multiple roles students enact as they play and perform with multimedia texts.* Paper presented at the meeting of the National Reading Conference. Orlando, FL.

King, J., Schneider, J., Kozdras, D., & **Welsh, J.L.** (December, 2008). Let's Make Movies: Enhancing children's and adolescents' literacy skills in media literacy camp. In J. Richards (Chair), *Exemplary evidence-based literacy tutoring programs: What works and why.* Symposium presented at the meeting of the National Reading Conference. Orlando, FL.

Richards, J., King, J., **Welsh, J.L.**, Kozdras, D., & Schneider, J. (November, 2008). *Lights, camera, action!/ Sing, act, paint!: Making movies and making art in two innovative community literacy programs.* Paper presented at the meeting of the College Reading Association. Sarasota, FL.

Barron, A., Kennedy, C., & **Welsh, J.L.** (August, 2008). *iTunes U: Changing the culture of higher education.* Paper presented at the meeting of Higher Education Leadership Summit: Vision 2020-Digital Ubiquity & University Transformation. Cincinnati, OH.

Schroeder, T., & **Welsh, J.L.** (July, 2008). *How to run a digital filmmaking summer camp.* Paper presented at the meeting of the League of Historic American Theaters Annual Conference. Atlanta, GA.

Kozdras, D., **Welsh, J.L.**, King, J., & Schneider, J. (May, 2008). *Let's make movies: Investigating the process and product of media literacy.* Paper presented at the meeting of the International Reading Association. Atlanta, GA.

Schneider, J., King, J., Kozdras, D., **Welsh, J.L.**, & Minick, V. (March, 2008). *Multimedia, oral history, and teacher education: From community space to cyberspace.* Paper presented at the meeting of the American Educational Research Association. New York, NY.

Kozdras, D., **Welsh, J.L.**, King, J., & Schneider, J. (March, 2008). *Kids make movies: Investigating media literacies in action through rhizomatic and memetic analyses.* Paper presented at the meeting of the American Educational Research Association. New York, NY.

Barron, A., Takacs, J., & **Welsh, J.L.** (January, 2008). *iTunes U and higher education.* Paper presented at the meeting of the Florida Educational Technology Conference. Orlando, FL.

Kozdras, D., **Welsh, J.L.**, & King, J. (October, 2007). *Digital media literacies.* Paper presented at the meeting of the Florida Association for Media in Education. Orlando, FL.

Kozdras, D., Brindley, R., Fisher, K., **Welsh, J.L.**, & Hall, A. (September, 2007). *Preservice teachers create technology infused lessons.* Paper presented at the meeting of the Florida Association of Teacher Educators. Orlando, FL.

King, J., Schneider, J., Kozdras, D., Minnick, V., & **Welsh, J.L.** (April, 2007) *Transforming L/literacies into d/Designs: Fast-literacies, faster pedagogies.* Paper presented at the meeting of the American Educational Research Association. Chicago, IL.

Schneider, J., King, J., Kozdras, D., Minnick, V., & **Welsh, J.L.** (December, 2006) *Power, performance, and perspective in a pre-service teacher/elementary student collaborative research/teaching project.* Paper presented at the meeting of the National Reading Conference. Los Angeles, CA.

Laframboise, K., Kozdras, D., **Welsh, J.L.**, & Hall, A. (October, 2006). *Teacher preparation and new literacies*. Paper presented at the meeting of the Florida Reading Association. Orlando, FL.

Laframboise, K., Kozdras, D., **Welsh, J.L.**, & Hall, A. (October, 2006). *New literacies and the diffusion of technological innovation in teacher preparation.* Paper presented at the meeting of the College Reading Association. Pittsburgh, PA.

King, J., & **Welsh, J.L.** (March, 2006). *Using wikis for collaborative and constructive learning.* Paper presented at the meeting of the USF Symposium on 21st Century Teaching Technologies. Tampa, FL.

Evans, L., & **Welsh, J.L.** (March, 2006). *Wikis and podcasting in preservice teacher preparation.* Paper presented at the meeting of the USF Symposium on 21st Century Teaching Technologies. Tampa, FL.

Welsh, J.L., & King, J. (November, 2004). *Media literacies: A panel discussion*. Paper presented at the meeting of the Florida Educational Research Association. Tampa, FL.

Welsh, J.L. (March, 2004). *All about us: Integrating technology into K6 literacy activities*. Paper presented at the meeting of the USF Symposium on 21st Century Teaching Technologies. Tampa, FL.

SELECTED ACTIVITIES

TECHNOLOGY INTEGRATION MATRIX (TIM)

Since 2011, Dr. Welsh served has served as the project leader and lead author for the Technology Integration Matrix and its associated website (https://fcit.usf.edu/matrix/). The TIM is a theoretical and practical framework for technology integration that helps focus classroom technology use on improving learning outcomes for students. Through the TIM, FCIT provides classroom resources, professional development materials, and thought leadership to support effective classroom technology integration. The TIM was funded by a series of Title II D (Enhancing Education Through Technology) grants from the Florida Department of Education from 2005 to 2012.

LIT2GO

Dr. Welsh was the project leader for Lit2Go (http://etc.usf.edu/lit2go/), a free collection of stories, poems, and books in audio formats. Consistent with the mission of FCIT, the Lit2Go project provides high-quality, copyright-friendly, digital content to students and teachers in accessible formats. For this project, FCIT hired teachers, curriculum specialists, audio technicians, and voiceover actors to create a collection of over 200 complete audiobooks of classic literature, science information, and historical documents. Lit2Go is accessed more than two million times per school day around the world. Dr. Welsh oversaw the content curation team as well as the database/website team that developed the custom SQL database that runs the site.

TIM EVALUATION TOOLS

The Technology Integration Matrix (TIM) Evaluation Tools is a suite of online data collection instruments, including customizable survey instruments, classroom observation tools, and interactive reporting tools. Dr. Welsh is a co-creator of the TIM Tools and has led the software development team since its inception. The TIM Tools is licensed for use in schools and districts in the U.S., Canada, Australia, the Caribbean, and the EU. Dr. Welsh regularly consults with school leaders regarding evaluation of the pedagogical dimensions of technology integration in the classroom.

TAMPA THEATRE FILM CAMPS

Since 2004, Dr. Welsh and FCIT have partnered with the Tampa Theatre, a significant cultural landmark for the local community, to produce the Tampa Theatre Film Camps. The camps seek to educate children about communication and collaboration through technology. TTFC also focuses on the art and technology of filmmaking. In addition, the camps provide professional development to local teachers about the educational potential of filmmaking in the classroom.

WUSF PODCASTING CAMP

In 2018, Dr. Welsh served as co-PI on a grant with WUSF to produce an afterschool program curriculum to provide audio storytelling strategies and skills to underserved populations in Pinellas County.

CYBERSECURITY SUMMER CAMPS

Since 2016, Dr. Welsh and FCIT have partnered with Dr. Nathan Fisk and the Florida Center for Cybersecurity to produce the USF Cyber Camps. The camps provide high school students and teachers with hands-on experience working directly with cybersecurity professionals, providing an important pathway to future careers for underserved populations and raising awareness of USF computer science programs.

ITEACH PROFESSIONAL LEARNING

In 2016, Dr. Welsh founded iTeach Professional Learning as an extension of the face-to-face professional development in which FCIT had engaged for many years. iTeach provides fully online, four-week non-credit courses to teachers across the country in a variety of technology integration topics. iTeach Professional Learning courses are utilized by school districts to extend the range of topics of professional development they can offer to meet the growth needs of teachers and satisfy requirements for recertification. iTeach was initially funded under a contract with the Florida Department of Education.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Florida Department of Education
325 West Gaines Street
Education Center, Room 914A
Tallahassee, FL 32399-0400

Date: May 28, 2020

Agreement No: [redacted]

Filing Reference: This replaces previous Agreement No. [redacted]
Dated: 6/2/2017

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

[redacted]

Distribution Base:

MTDC	Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and all contracted services.

Applicable To:

APwR	The rates herein are applicable to All Programs, including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.
Voc/Blind	Applicable to Vocational Rehabilitation Services and Blind Services programs.
OEL	Applicable to Office of Early Learning Services programs.

Treatment of Fringe Benefits:
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $1,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Florida Department of Education
325 West Gaines Street
Education Center, Room 914A
Tallahassee, FL 32399-0400

[redacted]

Suzanne Pridgeon
Name

Deputy Commissioner
Title

6/23/20
Date

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450

[redacted]

Signature

Andre Hylton
Name

Director, Indirect Cost Division
Title

May 28, 2020
Date

Negotiator: Catherine Hull
Telephone Number: [redacted]

ARCHDIOCESE OF MIAMI

Office of the Archbishop

June 26, 2020

Commissioner Richard Corcoran
Florida Department of Education
Tallahassee, Florida

Dear Commissioner Corcoran:

We welcome the partnership with the State of Florida, LEAs, and field-initiated synchronous Remote-Live Instruction (RLI) model under the Education Stabilization Fund - Rethink K-12 Education Models Grant. Upgrading classrooms to provide flexibility and access to synchronous live learning presents an opportunity for the continuity of education and is a smart long-term investment.

RLI was an effective tool during the COVID closures. Using it, student learning gains improved and the testing Academica was able to do confirmed that. The model adapts to the current environment and allows our students to receive uninterrupted education from their teacher whether from home or at school.

We are all committed to moving education forward as we prepare for the coming school year acutely aware of the challenges of the on-going pandemic.

Sincerely yours,

[redacted]

✠ Most Reverend Thomas G. Wenski
Archbishop of Miami

9401 Biscayne Boulevard, Miami Shores, FL 33138
[redacted]

MATER ACADEMY®
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ROBERTO C. BLANCH
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VICE-CHAIR

IDALIA SUAREZ
SECRETARY

MAURENE SOTERO
DIRECTOR

JAVIER JEREZ
DIRECTOR

June 25, 2020

Dear Commissioner Corcoran:

Mater Academy, Inc. supports the State's application for the field-initiated Remote-Live Instruction model under the Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) grant. This field-initiated model proved invaluable for academic achievement during COVID physical school closures. Mater implemented RLI, through the Colēgia platform, across all its 28 charter schools in the State. Mater serves a majority of low-income students. Over 16,000 students engaged with their teacher each day and followed their normal class schedule. Students received instruction in all content areas, including Reading, Math, Science, Music, Art and PE. Students engaged in after school activities, received counseling services and participated with school clubs. Daily student attendance exceeded 95%.

Mater administered the iReady assessment to its K-8 students in May and June. Our students saw increased learning gains with RLI this year when compared to the 2018 and 2019 school years. Mater believes investing in classroom technology is the cornerstone of remote learning. Classrooms with technology that allows simultaneously teaching of students physically in the classroom and students on RLI, is key to effective hybrid synchronous education. This innovation prepares Mater and the State for the demands of parents today, and for the educational requirements of the future. Mater looks forward to expanding RLI with the classroom technology this grant initiative provides and is eager to partner with the State of Florida in its implementation.

S[redacted]

Roberto C. Blanch
President, Mater Academy Inc.

20801 Johnson Street
Pembroke Pines, FL 33029
www.somersetacademyschools.com

Todd German
Governing Board Chair

Bernardo Montero
President

Suzette Ruiz
Vice-President

June 25, 2020

Dear Commissioner Corcoran:

Somerset is enthusiastically supportive of the State of Florida's grant application for Remote Live Instruction (RLI) under the USDOE's Education Stabilization Fund - *Rethink K-12 Education Models*. During the COVID physical school closures, RLI proved to be an invaluable and effective educational modality to engage students and improve educational outcomes.

Two days after the announcement of school closures, Somerset launched RLI through Colēgia to ensure educational continuity for all its students. Somerset operates 59 charter schools in the State from Key West to Jacksonville. With over 23,000 students, mostly minority and low income, we transitioned all students to live synchronous learning through Colēgia. The results were remarkable. Our students received daily live instruction for 4-6 hours in all content areas. Students followed their daily schedule, attended class, engaged in club activities and received additional school intervention services. In June, we administered the iReady assessment in grades K-8. The results show our students made larger learning gains in ELA and Math this year than in the previous two years.

We are eager to innovate once again by adding technology to our physical classrooms. This technology will enable our teachers to simultaneously teach students physically present in the classroom and those students engaged in RLI. This hybrid model not only allows us to meet the demands of parents concerned because of the current COVID pandemic, but also allows Somerset to expand its technological capacity needed for remote learning. Funding classroom technology is the cornerstone of this strategy.

We believe Remote-Live Instruction and preparing classrooms for this modality will advance education. Somerset looks forward to participating in this pilot initiative and partnering with the State of Florida.

Sincerely,

Todd German

Chairman of the Board

June 25, 2020

Dear Dr. Graham,

Step Up For Students is pleased to partner with the Florida Department of Education to help pilot a field-initiated Remote-Live Instruction (RLI) classroom model. Step Up will assist FLDOE in identifying and assisting private schools to join in the pilot.

A group of charter schools implemented an RLI model this school year. The tested model was effective, even with vulnerable populations. The schools will pilot a hybrid version this Fall, assuming the Department of Education allows private schools to engage in distance learning, together with additional private and public schools. The hybrid version will allow students to learn together with their teachers and peers whether from home or at the schoolhouse. The pilot will equip classrooms with technology needed to allow this.

Students' ability to access synchronous live learning presents an opportunity to continue education uninterrupted.

We look forward to the partnership with the State of Florida.

[redacted]

President
Step Up For Students

www.StepUpForStudents.org
1901 Ulmerton Road, Suite 180 • Clearwater, FL 33762
4655 Salisbury Road, Suite 400 • Jacksonville, FL 32256

Appendix 5: Signed Assurance

In accordance with the ESF-REM requirement, the Florida Department of Education hereby attests to its intent and ability to participate in an evaluation, pursuant to Application Requirement 5, and to submit information to the U.S. Education Department, as requested, for evaluations the Secretary may carry out. This may include, but is not limited to, working at the outset of the grant to establish common performance measures.

[redacted]

Commissioner of Education

06/29/2020

Date

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1236-Budget Narrative June 29 2020.docx

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Budget Narrative for Florida Department of Education's Rethinking K-12 Education Models

1. **Personnel** – please see the contractual section for these details.

2. **Fringe Benefits** – NA

3. **Travel** – please see the contractual section for these details.

4. **Equipment** – please see the contractual section for these details.

5. **Supplies** – please see the contractual section for these details.

6. **Contractual** – All activities and services provided in this project shall be operated under contract with the University of South Florida (USF) and the Florida Virtual School (FLVS). USF shall serve as the primary project coordinator, with personnel employed by the University to manage and implement the scope and activities for this innovative incubator and local field-initiated models project. All expenditures identified in sections one (1) through five (5) above are included as part of the contracted expenditures. Below is a summary of the total budgets for each of the two contracts, followed by more detailed descriptions of each contract's scope of work.

Contractual Services Expenses	Projected Cost Year 1	Projected Cost Year 2	Projected Cost Year 3
University of South Florida • Research/Evaluation • Professional Development • Project Management and Implementation	$7,967,684.00	$1,915,909.00	$651,789
Florida Virtual School • Course Creation and Development • Personalized Learning Engine Development	$4,610,000.00	$0	$0
Total Contractual Expenses	$12,577,684.00	$1,915,909.00	$651,789

[redacted]

Travel: All travel related expenses associated with this project shall be covered within the contract with USF. Travel related expenses are expected to be incurred for activities such as school site visits and evaluations, engagement activities with parents, families, educators, school/district leaders, and technical experts in the design and replication of models. Travel costs shall also include related costs for convenings with educators and other participants in the project. Projected annual costs are as follows:

Year 1	**Year 2**	**Year 3**
$90,720.00	$54,000.00	$5,400.00

Equipment – All equipment associated with this project will be administered and provided for by the contractors included in this proposal. Equipment costs associated with this proposed project include:

Expense Items	Projected Cost Year 1	Projected Cost Year 2	Projected Cost Year 3
Technology for Innovative Schools – Projected to include 30 to 60 schools with funding in	$6,480,000.00	$648,000.00	0

the range of $100K to $150K per site for interactive technology integration (Network cameras, interactive screens for teachers, devices, software, etc.)			
Laptops and Printers for Project Personnel (Employees of Contractors)	$32,400.00	0	0
Data and Evaluation Equipment (video cameras, audio recorders)	$6,480.00	0	0
Total Equipment Costs	$6,518,880.00	$648,000.00	0

Supplies - All supplies will be provided by the contractors as part of this project. Supplies to be included in the projected expenses are copying/printing and general office supplies.

Supply Expense Items	Projected Cost Year 1	Projected Cost Year 2	Projected Cost Year 3
Printing/Copying	$7,560.00	$3,240.00	$1,080.00
Office Supplies	$5,400.00	$5,400.00	$540.00
Total Supply Expenses	$12,960.00	$8,640.00	$1,620.00

Professional Development

Year 1	Year 2	Year 3
		$500,000.00

[redacted]

[redacted]

7. **Construction** – NA

8. **Other** – NA

9. **Total Direct Cost** – [redacted]

10. **Indirect Costs** – NA

11. **Training Stipend** – NA

12. **Total Cost** – [redacted]