Gladis Kersaint, Ph.D.
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I. EDUCATION

Doctor of Philosophy, Mathematics Education, Illinois State University, 1998.
Master of Science in Education (Mathematics Education), University of Miami, Coral Gables, Florida
Bachelor of Science, Mathematics, University of Miami, Coral Gables, Florida

II. PROFESSIONAL APPOINTMENTS AND LEADERSHIP EXPERIENCE

Vice Provost for Strategic Initiatives, University of Connecticut. University of Connecticut, Storrs, CT. (3/2021-Present) [Provost, Carl Lejuez 3/2021—5/2022; Interim Provost Anne D'alleva 5/2022—Present]

Areas of responsibilities include: Collaborating with other university units (e.g., Division of Student Affairs, Enrollment Planning and Management, Government Relations, Human Resources, Office of Diversity and Inclusion, Office for the Vice President for Research, & University Compliance) to address strategic initiatives and solve problems; Providing leadership for, advising, and addressing strategic, complex, and boundary-crossing initiatives; Developing and implementing a leadership development program; Developing, revising, or supporting the development of policies, procedures, and guidance documents to enhance university operations and ensure consistent and equitable practices; and Support interdisciplinary and boundary-crossing initiatives and programming, including possibility thinking, planning and development, problem-solving, and barrier removal. Key activities and accomplishments include:

- *Strategic Initiatives*: Developed the University's response to COVID 19 workgroup and taskforce recommendations; Led the Academic Integrity Task Force, which addressed longstanding issues (developed revised policies and procedures to be reviewed by relevant governance committees).
- *Leadership Development:* Developed the framework for faculty and leader career progression and development; Developed and supported the development of documents and other resources to support the success and effectiveness of department heads and associate deans; Coordinate/Facilitate the Associate Deans and Department Heads meetings and professional development programming; Initiated the Women's Leadership Forum in partnership with the Women's Center; Co-initiated and co-led the development and implementation an Executive Leader Onboarding program; Developed and implemented a process to showcase and celebrate faculty awards, honors, and recognitions.
- *Policy and Compliance:* Work with relevant stakeholders on policy, guidelines, processes, and procedures development; Oversee the faculty consulting; Facilitate the Consulting Management Committee.
- *Government Relations:* Work in collaboration with UConn government relation liaisons and relevant stakeholders to respond to legislative inquiries, including responding to proposed legislation, strategies to address emergent issues, and drafting testimony for presentation during legislative meetings.
- *Human Resources/Labor Relations:* Address faculty and leader-related personnel issues (e.g., serving as a University representative on the AAUP/UConn collective bargaining negotiation team (F2020-Spr2022); Serve on several HR committees and task forces (e.g., collaborating on the development of a Management Leadership Academy, Collaborating/Advising on HR and diversity, equity, and inclusion (DEI) efforts).
- *Serving on Strategic and Boundary Crossing University and State Committees (e.g.,* Strategic Planning Steering Committee, UConn AAUP Collective Bargaining Negotiation Team, BOT Joint Audit and Compliance Committee (2021-22), UConn Foundation's Office of Corporate and Small Business Engagement, Accelerate CT, Governor's Workforce Council, FEMA CT Higher Education Resilience Taskforce)

Dean, Neag School of Education**,** University of Connecticut, Storrs, CT. (2016-Present). [Provost, Mun Choi (6/2016-5/2017); Interim Provost Jeremy Teitelbaum, 6/2017-4/2018; Provost, Craig Kennedy, 4/2018-2/2019; Interim Provost, John Elliot, 3/2019 to 5/2020; Provost Carl Lejuez, 6/2020 to 2/2021]

Serve as a member of the Provost's leadership team to implement the strategic vision for research, scholarly, and community engagement efforts across boundaries. Responsibilities include: overseeing the academic, financial, personnel, and administrative affairs for the School; communicating the vision, goals, concerns of the School/University to relevant stakeholders (internal and external); supporting the development of teachers, leaders, and service providers (e.g., school psychology, school counselors, sports management); working

collaboratively with approximately 120 fulltime faculty and about 40 fulltime staff members across three departments (Curriculum & Instruction, Educational Leadership, and Educational Psychology) and five Centers (Behavioral Education & Research, Educational Policy Analysis, Postsecondary Education & Disabilities, and Renzulli Center for Creativity, Gifted Education & Talent Development, Reading and Language Arts), and seeking funds to support the goals of the School; Manage the School's endowments funds (~$34M), grants/contracts (~17M in new annual awards, ~$12M in yearly expenditures), education and general funds (~$18M), as well as auxiliary, program generated income, and research initiative accounts. Key accomplishments:

- maintained the rank of the Neag School as a top 20 public graduate school of education for five consecutive years;
- raised more than $12 million in new gifts to support student scholarships and programs (This total was greater than the cumulative total for the previous ten years);
- diversified the School's faculty, staff, and students;
- implemented an inaugural faculty development program;
- expanded global education opportunities and engagement for Neag School students;
- advanced public engagement efforts with the Alliance School Districts, the 33 highest-need, most diverse school districts in Connecticut;
- established the Center for Policy Analysis, Research, and Evaluation (CEPARE) as a school-wide center and cultivated relationships in support of the Center's mission; Facilitated the establishment of the CT Covid Education Resource Collaborative (CCERC), a first-of-its-kind statewide research and evaluation initiative
- established the inaugural Holmes Scholars program, an AACTE initiative to support students of color interested in pursuing a career in education
- increased faculty public media engagements; and
- enhanced the Neag School's business and research operations.

Associate Dean of Academic Affairs and Research, College of Education, University of South Florida Tampa, FL. 2014 –2016 (Dean Vasti Torres)

Served as a member of the Dean's leadership team to implement the strategic vision for the College across boundaries. Faculty Affairs (Facilitated recruitment, retention, and promotion of a diverse faculty; Oversaw the Annual Review, Mid-Tenure Review, Tenure & Promotion, and Instructor Career process; Coordinated the faculty and instructor mentoring process; Addressed personnel matters.) Graduate Programs (Oversaw and provided leadership for graduate education and graduate student success initiatives in the College; Directed the College of Education's Office of Graduate Student Support; Served as liaison between the College and the USF Office of Graduate Studies). Southern Association of Colleges and Schools (SACS) Accreditation and Board of Governor's (BOG) Reporting Requirements (Oversaw SACS reporting requirements; Served as the liaison with the USF Office of Institutional Effectiveness on matters related to faculty credentialing and graduate program continuous improvement; Facilitated the BOG annual and 7-year reviews of academic programs and centers). Research (see description below) Collaboration/Communication with Internal and External Groups (Provided analysis and reports of the College research, graduate education, and research efforts; Communicated University and College policies, strategies, and procedures.) Faculty Governance (Served as an ex-officio member of the Faculty Policy Council and the Graduate Program Committee). Building and Asset Management (Supervised the Building Manager and addressed asset management concerns); Supported the College reorganization from 8 to 3 Departments in 2014-2015 (e.g., Supported College, Departments, and Center efforts related to the reorganization; Worked with external units (e.g., Office of Decision Support, Office of Institutional Effective, Registrar's Office, etc.) to ensure systems were in place to support university-wide integrations (e.g., linking courses to appropriate units, reporting structures, and databases, etc.)

Associate Dean for Research. College of Education, Tampa, FL (2011 – 2016, [2011-2012, Dean Colleen Kennedy; 2012-2013, Interim Dean Harold Keller; 2013-2016, Dean Vasti Torres])

Served as a member of the Dean's leadership team to implement the strategic vision for the College across boundaries; Oversaw the Research Enterprise in the College (Directed the College of Education's Office of Research and provided leadership for the research enterprise in the College; Served as a liaison between the College and the USF Office of Research and Innovation; Represented the College's interest in all matters related to research; Promoted and maintained scholarship and research integrity among faculty and students; Developed and monitored federal, state, and university policies and procedures compliance; Coordinate efforts with Development Office to secure and coordinate philanthropic support for College and faculty efforts;

Supported internal peer review system to strengthen the quality of faculty research and nurture an environment that supports research. Supervised the pre- and post-award research administrators). Faculty Development (Provided mentoring, consultation services, and support for faculty seeking external funds; Stimulated and encouraged research and scholarship among interdisciplinary faculty groups across the college and university and with other partners; Coordinated research-focused professional development for faculty and research administrators. Provided research-related guidance as part of the Tenure and Promotion process). Partnership Efforts (Promoted, supported, and facilitated community engagement and research-related partnership efforts in the College. Facilitated cooperative and collaborative arrangements with partners (e.g., school districts and industry; Supported the development of Memorandum of Agreements/Understandings with partners). Communication with Internal and External Groups (Provided the analysis of the College's grant and research portfolio, research agenda, scholarly activities, external benchmarks, and the overall reputation of the College; Communicated University and College research strategies and policies; Collaborate with the Communications Director to showcase research initiatives and efforts.)

David C. Anchin Endowed Chair in Education Innovation & Director of the David C. Anchin Center. College of Education, Tampa, FL (Interim 2011-2013, Director, 2014, [2011-2012, Dean Colleen Kennedy; 2012-2013 Interim Dean Harold Keller; 2013-2014, Dean Vasti Torres])

Directed and provided leadership for the David C. Anchin Center that (before the College's reorganization) housed externally funded research, development, and other projects that focus on teacher education, leadership, assessments, and program evaluation; Managed endowments, grants, contracts, education and general funds, auxiliary funds, program generated income, and research initiative accounts totaling over $6 million in annual expenditures; Facilitated interdisciplinary faculty research and development groups, collaborative research projects, community engagement initiatives, and other activities under the auspices of the Anchin Center; Collaborated with faculty, school districts, state departments, policy makers, industry, and others on developing innovative programs, projects, and other activities; Supervised approximately 20 personnel that include faculty affiliates, professional and administrative staff, graduate research assistants and >100 others (consultants, faculty, and administrative staff) through project affiliation; Cultivated and maintained relationships with three generations of the Anchin family members.

Associate Chair, Department of Secondary Education, University of South Florida, 2010-2011.

Oversaw the implementation of all instructional/academic programs in the department (English, Instructional Technology, Foreign Language, Mathematics, Science, and Social Studies Education); Addressed departmental issues related to the curriculum and student success; Collaborated with faculty and staff to ensure the successful implementation of departmental programs; Collaborated with the Director of Assessments and NCATE Coordinator to address SACS and NCATE accreditation needs and ensure compliance with accreditation and university requirements; Supervise the department's Academic Services Administrator and Academic Program Specialists on all issues related to student success (e.g., admission and advising processes and reconciling these activities with enrollment and budget management); Drafted faculty assignments consistent with departmental needs; Designed the summer instructional program; Developed or supported the development of departmental policies and procedures; Facilitated and supported the work of departmental standing and ad-hoc committees; Collaborated with the Chair on personnel issue; Collaborated with the Chair, Associate Deans, and others (e.g., Graduate School) to resolve departmental academic issues.

Coordinator of USF Undergraduate Education & Chair of the General Education Council, University of South Florida, 2006-2010

The Coordinator of Undergraduate Education is a university-level position, equivalent to a department chair position with faculty affiliation throughout the university who are responsible for delivering courses that are part of the general education curriculum. Led campus-wide efforts related to undergraduate general education, including curriculum, assessment, and student success initiatives; Served as the Chair of the General Education Council (GEC) that reviews and approves courses to be included as part of the *Foundations of Knowledge and Learning (FKL)Core Curriculum*, the newly designed general education curriculum at that time (The GEC certified the needed courses to implement the FKL Core Curriculum as intended in 2010 fully.); Supported the work of the GEC's Standing and ad-hoc committees; Collaborate with faculty on the development and implementation of the process to distribute approximately $2.5 million of capacity enhancement funds; Collaborated with the Associate Dean of Undergraduate Studies/Director of Quality Enhancement and the Director of the Office of Institutional Effectiveness on general education curriculum issues.

Professor, Mathematics Education, Teaching and Learning (formerly Department of Secondary Education), University of South Florida, 2011- 2016

Associate Professor, Mathematics Education, Department of Secondary Education, University of South Florida, 2004-2011

Assistant Professor, Mathematics Education, Department of Secondary Education, University of South Florida, 1998-2004

Taught a variety of undergraduate, master's, and graduate-level courses in mathematics education; Advised master's and doctoral students; Engaged in research and scholarly activities and disseminate results; Directed doctoral dissertations and undergraduate research projects; Served on departmental, college, and university committees.

Mathematics Education Instructor, Mathematics Department, Illinois State University, 1997-1998

Taught undergraduate mathematics methods courses.

Research Staff, Peoria Urban Math Plan (PUMP) Algebra Project, Mathematics Department, Illinois State University, 1995-1998

PUMP was a systemic effort in Peoria, IL, a midsize urban city, to increase the number of middle-grade students, particularly minorities, who are algebra-ready and remain in substantive mathematics classes at the high school level. Supported the implementation of all PUMP project activities (e.g., developing and delivering professional development, providing demonstration lessons in participants' classrooms, collecting and analyzing data, and reporting findings).

High School Mathematics Teacher, Miami Dade County Public School, Miami, FL, 1990-1995

Taught a range of mathematics courses for low-achieving, general population, and gifted students in South Miami Sr. High (1990-1991 & 1992-1995) and Homestead Senior High (1991-1992).

Adjunct Mathematics Instructor, Miami Dade Community College, Miami, Florida, 1992-1995

Taught developmental mathematics and test preparation courses.

Marketing Sales Assistant, IBM (International Business Machine), Coral Gables, FL, 1986-1989.

Worked in various capacities to support the sale of midsized IBM servers; Supported customer relations and provided technology demonstrations; Provided support for administrative functions and organized the facilities for customer training and other initiatives.

OTHER LEADERSHIP ROLES

Principal and Co-Principal Investigator, Obtained over $30 million of federal, state, and other external funds. Cultivated relationships with, garnered support from, and collaborated with other Colleges within USF, other universities, school districts, educational consortia, and other partners to design and implement the designed project/program; Provided leadership to ensure that all partners and personnel are working toward common goals; Managed human and fiscal resources to enable all project activities to be accomplished successfully; Engage in conflict resolution to address unanticipated problems and issues; Created new systems to allow projects to be implemented as intended; Developed principles, procedures, and practices to enable the team to function effectively and efficiently; Managed core project and subcontracts with internal and external entities; Hired and supervised internal (faculty, instructors, graduate students) and external (consultants, temporary staff) personnel to implement various aspects of projects and activities; Disseminate information about project activities and outcomes.

Elected Leadership Positions in Professional Organizations

Board Member (elected), American Association of Colleges for Teacher Education, 3/2022 – 2/2025

Board Member (elected), Council of Academic Deans from Research Education Institutions, 2/2018-2/2021

Board Member (elected), National Council of Teachers of Mathematics, the professional organization for mathematics teachers, teacher educators, and leaders, 2012-2015

Board Member (elected), Association of Mathematics Teacher Education, the professional organization for mathematics teacher educators, 2008-2012

President (elected), Florida Association of Mathematics Teacher Educators (FAMTE) (formerly Florida Association of Mathematics Educators -FAME) 2002-2004, 2004-2006.
Provided leadership for the attainment of the organization's goals; Contributed time, effort, and knowledge to advance and attain the goals of the organization; Ensured the affairs of the Board were conducted in accordance with the constitution, by-laws, and organizational policies; Directed and reviewed the general affairs of the organization within limits outlined in the constitution and by-laws; Facilitated Board meetings and discussions; Serve as a Board liaison for assigned committees; Communicated Board actions, policies, and procedures to committee chairs and committee feedback to Board; Provided input on decisions made on behalf of the membership; Participate in decision making, including voting on motions; Monitored the expenditures of funds; Represented the organization to external entities.

Leadership Professional Development Activities

Professional Fundraising for Deans and Academic Leaders, University of Connecticut, Storrs, CT. 2-16-18

Institute for Management and Leadership in Education, Harvard Graduate School of Education, Cambridge, MA, 6/18-30/17.

USF System Professional Development in Higher Education Leadership, University of South Florida, Tampa, FL AY2015-16

Council of Academic Deans from Research Education Institutions – New Deans Institute,

- Stowe, VT, 9/27/15
- Palm Spring, CA 10/16/17

Development Concepts and Skills for Academic Leaders, USF, Sm 2014

III. PUBLICATIONS

(* denotes graduate student and ** denoted postdoctoral scholar at the time the manuscript was submitted.)

Books

Kersaint, G., Thompson, D. R., Petkova*, M. (2013). *Teaching Mathematics to English Language Learners* (2nd edition). New York: Rutledge.

Kersaint, G., Thompson, D. R., Petkova*, M. (2008). *Teaching Mathematics to English Language Learners*. New York: Rutledge.

- Kelly, K. (online) Review: Teaching Mathematics to English Language Learners. *One-Stop English*. Available at http://www.onestopenglish.com/clil/clil-teacher-magazine/reviews/review-teaching-mathematics-to-english-language-learners/500988.article

Thompson, D. T., Kersaint, G., Richards, J. C., Hunsader, P. D., Rubenstein, R. R. (2008). *Mathematical Literacy: Helping Students make meaning in the middle grades.* Heinemann, Portsmouth, NH.

- Siebert, D. and Grisham, D. L. (2010, February). Review: Mathematical literacy: Helping students make meaning in the middle grades. *Journal of Adolescent & Adult Literacy*, *53*(5), 440-442.
- Nutsch, R. (2011). Review: Mathematical literacy: Helping students make meaning in the middle grades. Mathematics Teaching in the Middle Grades, 16(9), 574-575.

Huinker, D., McGarvey, L., Kersaint, G., Lannin, L. & Eston, B. (2006). *Mathematics Assessment Sampler: Items aligned with Principle and Standards for School Mathematics for Prekindergarten – Grade 2*. Reston, VA: National Council of Teachers of Mathematics.

Borman, K., Kersaint, G., Cotner*, B., Lee*, R., Boydston, T., Uekawa, K., Kromrey, J., Katzenmeyer, M., Baber, M.Y., & Barber*, J. (2005). *Meaningful urban education reform: Confronting the learning crisis in mathematics and science.* State University of New York Press
Reviews of *Meaningful urban education reform: Confronting the learning crisis in mathematics and science*

- D'Ambrosio, U. (2006, January 27). Book Review: Meaningful urban education reform: Confronting the learning crisis in mathematics and science. *Education Review* (http://edrev.asu.edu/reviews/rev462.htm)
- Knight, E. Q. (2006, August 31) Book Review: Meaningful urban education reform: Confronting the learning crisis in mathematics and science. *Teachers College Record*, 108(5), 851-855 (www.tcrecord.org ID Number 12143)
- Walker, E. (2005, December) Book Review: Meaningful urban education reform: Confronting the learning crisis in mathematics and science. *Anthropology & Education Quarterly*, *36*(4) (http://www.aaanet.org/cae/aeq.html)

(Developer)

National Council of Teachers of Mathematics. (2010). *Focus in Grade 6: Teaching with the Curriculum Focal Points*. Reston, VA: National Council of Teachers of Mathematics. (Developers: Schielak, J., Baker, M., Kersaint, G., Laughlin, C., Lewis, J.)

National Council of Teachers of Mathematics. (2010). *Focus in Grade 7: Teaching with the Curriculum Focal Points*. Reston, VA: National Council of Teachers of Mathematics. (Developers: Schielak, J., Baker, M., Kersaint, G., Laughlin, C., Lewis, J.)

National Council of Teachers of Mathematics. (2010). *Focus in Grade 8: Teaching with the Curriculum Focal Points*. Reston, VA: National Council of Teachers of Mathematics. (Developers: Schielak, J., Baker, M., Kersaint, G., Laughlin, C., Lewis, J.)

(Textbooks)

Ellis, M. & Kersaint, G., Kalemanik, G., & Lucenta, A. (2018-Present). *Ready Mathematics Common Core* (K-8 curriculum textbooks). North Billerica, MA: Curriculum Associates

- Ed Reports Series Overview: https://www.edreports.org/reports/overview/ready-classroom-mathematics-2020
-

Ellis, M. & Kersaint, G. (2016-2018). *Ready Mathematics Common Core* (K-8 curriculum textbooks). North Billerica, MA: Curriculum Associates (Highest Rated K-8 Mathematics Program by EdReports)

- https://www.techlearning.com/the-wire/edreports-org-evaluates-curriculum-associates-ready-mathematics-as-the-highest-rated-k-8-mathematics-program
- https://edreports.org/reports/overview/ahJzfmVkcmVwb3J0cy0yMDY2MThyGwsSCVB1Ymxpc2hlchgrDAsSBlNlcmllcxhMDA

Carter, J. A, Cuevas, G. J., Day, R., Malloy, C. E., Kersaint, G., McClain, K., Molix-Bailey, R. J., Luchin, B. M., Price, J., Reynosa, M. E., Silbey, R., Veukhaber, K., Willard, T. (2011). *Mathematics Connects Plus* (Courses 1, 2, & 3). Columbus, OH: McGraw-Hill

Book Chapters/Sections (Peer-Reviewed)

Bénéteau, C., Bleiler-Baxter, s. K., Kersaint, G., Krajčevski, M., & Thompson, D. R. (2017). Multiple Perspective on Collaborative Teaching: Mathematicians, Mathematics Teacher Educators, and Students. In L. West & M. Boston, (Eds.), *Annual Perspectives in Mathematics Education 2017: Reflective and Collaborative Processes to Improve Mathematics Teaching* (pp. 247-259*)*. Reston, VA: National Council of Teachers of Mathematics.

Ellerbrock, C. R., Kersaint, G., Smith, J. J., & Kaskeski, R. (2016).Transforming teacher preparation for the transition years: A partnership-based STEM residency program. In P. B. Howell, J. Carpenter, & J. Jones (Eds.), *Clinical Preparation at the Middle Level: Practices and Possibilities (2nd Volume of the Handbook of Resources in Middle-Level Education)*. Charlotte, NC: Information Age Publishing.

Thompson, D. R., Kersaint, G., Vorster, H., Webb, L., Van der Walt, M., S. (2016). Addressing Multilanguage diversity in mathematics teacher education programs. In R. Barwell, P. Clarkson, A. Halai, M. Kazima, Moschkovich, N. Planas, M. Setati-Phakeng, P. Valero, & M. V. Ubilus (Eds.), *Mathematics Education and Language Diversity: The 21st ICMI Study (pp. 121-139).* Switzerland: Springer International Publishing

Kersaint, G. (2013). Grade 8: Are they similar or different*?* In M. Gottlieb & G. Ernst-Slavit (Eds.), *Academic language in diverse classrooms: Promoting content and language learning (Mathematics 6-8).* Thousand Oaks, CA: Corwin Press.

Kersaint, G., & Berger, S. (2012). Negotiating a new culture: A large-scale collaboration among mathematicians, mathematics teacher educators, and teachers. In Jenny B. Williams (Ed.), *Professional collaboration in mathematics teaching and learning: Seeking success for all*. Reston, VA: National Council of Teachers of Mathematics.

Thompson, D. R., Beneteau, C., Kersaint, G., & Bleiler*, S. (2012). Mathematicians and mathematics teacher educators collaborating on courses for prospective secondary teachers. In Jenny B. Williams (Ed.), *Professional collaboration in mathematics teaching and learning: Seeking success for all*. Reston, VA: National Council of Teachers of Mathematics.

Kersaint, G. (2010). Reflection on a course designed to encourage technology integration in secondary school mathematics. In J. Yamamoto, J. Kush, R. Lombard, & J. Hertzog (Eds.), *Technology implementation and teacher education: Reflective models*. Hershey, PA: IGI Global

Kersaint, G., Schackow, J., Boatman, J., Rush, T., Harrell, V., & McClain, J. (2009). Mentoring alternant entrants. In G. Zimmerman, P. Guinee, L., Fulmore, & E. Murray (Ed.), *Empowering mentors of teachers of mathematics* (p. 66). Reston, VA: National Council of Teachers of Mathematics.

Schackow, J., Kersaint, G., Rush, T., Harrel, V., & McClain, J., Boatman, J. (2009). Helpful hints for mentoring. In G. Zimmerman, P. Guinee, L., Fulmore, & E. Murray (Ed.), *Empowering mentors of teachers of mathematics* (p. 69). Reston, VA: National Council of Teachers of Mathematics.

Kersaint, G., & Chappell, M. (2008). Capturing students' interest: A quest to discover mathematics potential. (Reprint). In P. E. Elliot & C. M. E. Garnet (Eds.), *Getting into the mathematics conversation: Valuing communication in mathematics classrooms (pp. 275-282).* Reston, VA: National Council of Teachers of Mathematics.

Kersaint, G. (2007). The learning environment: Its influence on what is learned. In W. Gary Martin & Marilyn E. Strutchens (Eds.), *The Learning of mathematics,* (The 69th Yearbook of the National Council of Teachers of Mathematics) (pp. 83-96) Reston, VA: National Council of Teachers of Mathematics.

Kersaint, G. & Mooney, E. (2004). "ABC" for teachers: Addressing beginning concerns. In M. F. Chappell, J. Choppin, & J. Salls (Eds.), E*mpowering the beginning teacher of mathematics in high school* (pp. 15-16). Reston, VA: National Council of Teachers of Mathematics.

Kersaint, G. & Mooney, E. (2004). "ABC" for teachers: Addressing beginning concerns. In M. F. Chappell & T. Pateracki (Eds.), E*mpowering the beginning teacher of mathematics in middle school* (pp. 13-14). Reston, VA: National Council of Teachers of Mathematics.

Thornton, C. A., Swafford, J. O., Jones, G. A., Langrall, C. W., Kersaint, G., & Mooney, E. (1998). Promoting mathematical learning in the middle school: PUMP project strategies. In L. Leutizinger (Ed.), *Mathematics in the Middle* (pp. 212-218). Reston, VA: National Council of Teachers of Mathematics and National Middle School Association.

Book Chapters/Sections/Reviews (Not Peer-Reviewed)

Kersaint, G. (2021). Importance of Diversity in STEM. In J. Dubose & E. Mitchell (Eds.). State of Black Women and Girls in 21st Century America (pp. 28-29). Washington, DCK Congressional Caucus on Black Women and Girls. (CCBWG-Report-Final.pdf - Google Drive)

Kersaint, G. (2019, April 18). Review of *Power, Equity, and (Re)Design: Bridging Learning and Critical Theories in Learning Ecologies for Youth by* Mendoza, M., Kirshner, B., & Gutierrez, K. D. (2018). *Teachers College Record*. ID:22768

Kersaint, G. & Goldin, G. A. (2008). Mathematics education doctoral programs: Approaches to Part-time students. In R. Reyes and J. Dossey (Eds.), *U.S. doctorates in mathematics Education: Developing stewards of the discipline* (Conference Board of Mathematical Sciences: Issues in Mathematics Education, Volume 15) (pp. 163-165). Washington, DC: American Mathematical Society and Mathematical Association of America.

Kersaint, G. (2007). Middle School. In K. Borman, S. Cahill, B. Cotner (Eds.) *Praeger handbook of American high schools* (pp. 280-285). Westport, CT: Praeger Publishers.

Articles in Peer-Reviewed Journals

Rebecca Campbell-Montalvo**, Gladis Kersaint, Chrystal A.S. Smith, Ellen Puccia, Oxana Sidorova, Hannah Cooke, Hesborn Wao, Julie P. Martin, John Skvoretz, George MacDonald, Reginald Lee. (2022). The influence of professional engineering organizations on women and underrepresented minority students' fit. *Frontiers in Education* (STEM Education section), 6, 1-16. DOI:10.3389/feduc.2021.755471.

Campbell-Montalvo**, R., Kersaint, G., Smith, C.S., Puccia, E., Skvoretz, J., Wao, H., Martin, J., MacDonald, G., & Lee, R. (2022). How stereotypes and relationships influence women and underrepresented minority students' fit in engineering. *Journal of Research in Science Teaching, 59(6), 565-692.* DOI: 10.1002/tea.21740

Smith, C., Wao, H., Kersaint, G., Campbell-Montalvo**, R. Gray-Ray, P., Puccia, E., Martin, J. P., Lee, R., Skvoretz, J., & McDonald, G. (2021). Social Capital from Professional Engineering Organizations and Persistence of Women and Underrepresented Minority Undergraduates. *Frontiers in Sociology* (Special Issue: Professional and Scientific Societies Impacting Diversity, Equity, and Inclusion in STEMM), 6, 1-13. DOI: 10.3389/fsoc.2021.671856

Puccia, E., Martin, J. P., Smith, C. S., Kersaint, G., Campbell-Montalvo**, R., Wao, H., Lee, R., Skvoretz, J. & MacDonald, G. (2021). The Influence of Expressive and Instrumental Social Capital from Parents on Women and Underrepresented Minority Students' Declaration and Persistence in Engineering Majors. International Journal of STEM Education, 20(8), 1-15. DOI: 10.1186/s40594-021-00277-0

Skvoretz, J., Kersaint, G., Campbell-Montalvo**, R., Ware, J., R., Smith, C. S., Puccia, E., Martin, J., Lee, R., MacDonald, G., Woa, H. (2020). Pursuing an engineering major: Social capital of women and underrepresented minorities, *Studies in Higher Education, 45*(3), 592-607. DOI: 10.1080/03075079.2019.1609923

Sears, R., Kersaint, G., Wooten, R., Burgos, F. (2019). Collaborative effort to develop middle school preservice teachers' mathematical knowledge. *PRIMUS (Problems, Resources, and Issues in Mathematics Undergraduate Studies)*, 29(2), 965-981. DOI: 10.1080/10511970.2018.1532936

Ashford*, S., Lanehart*, R. S., Lee*, R. L., Wilson, T.-N.*, Kersaint, G., & Kromrey, J. D. (2016). STEM Pathways: Examining persistence in rigorous mathematics and science course taking. *Journal of Science Education and Technology, 25*(6), 961-975. DOI: 10.1007/s10956-016-9654-0

Lee, H. S., Kersaint, G., Driskell, S., Harper, S., Jones, D., Leatham, K., Angotti, R., & Adu-Gyamfi, K. (2014). Teachers' use of transnumeration in solving statistical tasks with dynamic statistical software. *Statistics*

Education Research Journal, 13(1), 25-52.

Kersaint, G., Ritzhaupt, A., & Liu, Feng (2013). Technology to enhance mathematics and science instruction: Changes in teacher perceptions after participating in a yearlong professional development program. *Journal of Computers in Mathematics and Science Teaching*, 33(1), 537-566.

Lee, H.S., Kersaint, G., Harper, S. R., Driskell, S. O., Leatham, K. (2012). Prospective teachers' statistical problem solving with dynamic technology: Research results across multiple institutions. *Contemporary Issues in Technology and Teacher Education, 12(3), 286-307*.

- Winner of the AMTE National Technology Leadership Initiative Award.

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Kersaint, G., Dogbey*, J., Barber*, J. & Kephart, D. (2011). The effect of access to an online tutorial service on College Algebra student outcomes, *Mentoring & Tutoring: Partnership in Learning*, 19(1), 25–44.

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Kersaint, G. (2017). *Orchestrating Mathematical Discourse to Enhance Student Learning: Creating successful classroom environments where every student participates in rigorous discussions*. A white paper commissioned by Curriculum Associates.

Strutchens, M., Kersaint, G., Franz, D., Erickson, D., Poetzel, A., & Maynor, J. (2013, May). *Preparing and supporting mentor teachers of field experiences of secondary mathematics teacher candidates*. A white paper commissioned by the Mathematics Teacher Education Partnership of the Association of Public Land-grant Universities' Science and Mathematics Teacher Imperative.

Kersaint, G. (2005). *The implementation of Comprehensive School Reform at three elementary schools (Cleveland, Dickerson, & Graham): Year 1 Implementation.* An evaluation report prepared for the School District of Hillsborough County.

Thompson, D. R. & Kersaint, G. (2004). *Volusia County Middle School Mathematics Review*. A review commissioned by the Volusia County School District.

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IV. GIFTS SECURED (as Faculty)

Helios STEM (Science, Technology, Engineering, & Mathematics) Middle School Residency Program: Transforming STEM Teacher Preparation for the Transition Years (Implementation Funding). (Project Lead). Helios Education Foundation provided a gift of $2,736,000 to support the implementation and refinement of two new middle school teacher education programs (Mathematics 5-9 and Science 5-9) that were collaboratively developed by USF education, math and science content, and engineering faculty and Hillsborough County School District personnel. Funding commitment was made on February 2013.

Matching Funds for Noyce Master Teacher Fellows Program. (Project Lead). Helios Education Foundation provided $225,000 in matching funds to support the pursuit of the NSF-funded Noyce Master Teacher Fellows grant, which NSF funded. Funding commitment was made in February 2012.

Helios STEM Middle School Residency Program: Transforming STEM Teacher Preparation for the Transition Years (Planning Effort) (Project Lead). The Helios Education Foundation provided a gift of $430,000 to support planning efforts to develop two new teacher education programs in middle grades mathematics 5-9 and science 5-9. Funding commitment was made in October 2011.

V. GRANTS SECURED

<u>Federal</u>

Developing Mathematics Teacher Leaders for Connecticut Alliance School Districts. Co-Principal Investigator (PI: Megan Staples (Mathematics Education), Co-PIs: Fabiana Cardetti (Mathematics), Jennifer Michalek

(Connecticut State Department of Education)). The grant provides stipends to 20 effective mathematics and science teachers from Alliance School Districts who will engage in an extensive teacher development program to become effective teacher leaders. Alliance Districts are the 33 lowest performing school districts in Connecticut. Funded by NSF DUE (#2050659) for $1,499,875. (7/1/21-6/30/26).

An Examination of How the Lived Experience of African American Undergraduates Affect their Persistence in their Engineering Program. Principal Investigator (Co-PI: Ellen Puccia, Beta Research, Chrystal Smith (UConn-Anthropology)). The purpose of this study is to examine how the lived experiences of African American students during the first two years of their engineering undergraduate programs at three predominantly white institutions (PWIs) affect their persistence and degree attainment in their engineering program. Funded by NSF EHR Core (#2000769) for $499,987. (9/1/2020-8/31/2023).

The Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates. Principal Investigator (Co-PIs: Hesborn Wao, Morsani College of Medicine; Reginald Lee & George MacDonald, Center for Research Evaluation, Assessment, and Measurement; Chrystal A. Smith, College of Arts and Sciences (Anthropology), John Skorvetz, College of Arts and Sciences (Sociology)). This research aimed to identify the effects of social capital and cultural models of engineering success on the retention and degree attainments of women and minorities in engineering and examine the relationship between social capital and CMES. Funded by NSF HRD (#1432297) for $1,140,983. (8/1/14-7/31/18, extension thru 7/31/2020).

Effects of STEM/ICT Aspirants' High School Experiences on STEM and ICT Course Taking. Principal Investigator (co-PI: Jeff Kromrey, Educational Measurement and Evaluation). This research project is a three-year, longitudinal, multiple-method investigation of rigorous high school STEM/ICT course taking for students who identified an interest in STEM or ICT as part of their eighth-grade career planning activities. Funded by NSF DRL (#1139510) for $899,987. (8/1/12-7/31/15).

Tampa Bay Robert Noyce Master Teacher Fellows (MTF) Program. Principal Investigator (co-PIs: Robert Potter, CAS, Chemistry; Diane Yendol-Hoppey, CELS - Teacher Leadership; Larry Plank (Director of STEM, Hillsborough County Public Schools). The grant provided stipends to 20 effective mathematics and science teachers who will engage in an extensive teacher development program to become effective teacher leaders. Funded by NSF DUE (#1239946) for $1,210,115. (8/1/12-7/31/17).

USF Robert Noyce STEM Scholars. Principal Investigator, (co-PIs: Allan Feldman, Science Education; Jeff Ryan, Geology; Mile Kracjevski, Mathematics). This grant provided scholarships to 31 STEM professionals who pursued their teaching credentials through participation in the Master's of Arts in Teaching 6-12 mathematics or 6-12 science. Funded by NSF DUE (#1035273) for $1,200,000. (8/1/10-7/31/15; 1-year extension through 7/31/16).

Untangling Mathematical KnoTSS (Knowledge for Teaching Secondary School): An Investigation of Collaborations Between Mathematicians and Mathematics Educators, Co-Principal Investigator **(** PI: Rebecca McGraw, University of Arizona – Mathematics Education; Co-PI: William McCallum, University of Arizona - Mathematics; Saad El-Zanati, Illinois State University - Mathematics; Anderson Norton – Virginia Tech – Mathematics Education; Denise Mewborn, University of Georgia - Mathematics Education). This project examined the nature and process of collaborations between mathematicians and mathematics teacher educators engaged in preparing secondary mathematics teachers. Funded by NSF (#08219960) for $782,688.00 [Subcontract to USF for $84,000]. (9/1/08-8/31/12).

Scholarships Reinforcing Computational Physical Science, Co-Principal Investigator (PI: David Rabson, Physics; Co-PIs: Chris Tsokos, Mathematics; Brian Space, Chemistry; Martin Ossowski, Physics). This project recruited students from underrepresented groups to enter and succeed in computational science majors. Funded by NSF DUE (S-STEM) (#0630230) for $500,000. (10/01/06-9/30/11).

Assessing the Impact of National Science Foundation's Urban Systemic Initiative, Co-Principal Investigator, (PI: Kathy Borman, Anthropology). This was a 3-year grant to evaluate the NSF's systemic initiatives in four

cities (Chicago, El Paso, Memphis, & Miami). Funded by NSF (Award #9874246) for $1,240,732. (1/1/99-6/30/02).

Federal Flow-Through

Understanding Resignations of Science, Mathematics, and Reading Teachers (UR-SMART), Co-Principal Investigator (PI: Gerry Meisels, Chemistry; Co-PI: Jennifer Lewis, Chemistry). This grant supported a study examining factors that influence teachers' retention or resignation. Funded by Multi-University Reading, Mathematics, and Science Initiative (MURMSI) grant awarded to the FSU Learning Systems Institute by the Institute of Education Sciences at the US DOE (Award no. U215K040242): $154,116 (11/2003 – 10/2004)

(Grants funded by the USDOE Mathematics and Science Partnership Program and awarded by the FDOE)

Partnership to Rejuvenate and Optimize Mathematics and Science Education (Florida PROMiSE), Principal Investigator (Co-PIs: Laura Lang, FSU-Education Leadership; Tom Dana, UF-Science Education). This statewide mathematics and science partnership efforts involved four universities (FIU, FSU, USF, UF), four large school districts (Duval, Hillsborough (8th largest in the nation), Miami-Dade (4th largest in the nation), & Seminole) and 36 small and rural school districts represented by three educational consortia (Heartland, Northeast Florida, & Panhandle Area). STEM faculty and educators co-developed professional development materials to prepare teachers and leaders to implement Florida's Next Generation Sunshine State Standards for mathematics and science. During the implementation period, over 30,000 teachers participated in professional development that used PROMiSE materials that were distributed to all 67 school districts in Florida. In addition, two-week-long mathematics (n=4) and science (n=4) institutes were developed and implemented by teams of university teacher education and content experts and teachers. Approximately 2,000 participated in 26 different institutes delivered in the summers of 2009 and 2010. The nature of the collaborative effort between STEM content faculty and education faculty were also examined. Funded for a total of $21,972,135 from three separate grant applications and awards as follows:

- Year 1: $5,900,000.00 (11/2007 - 12/2008) (Project #: 291-2358A-8CM01)
- Year 2: $8,242,622.00 (09/2008 - 12/2009) (Project #: 291-2359A-9CM01)
- Year 3: $7,829,513.00 (09/2009 - 12/2010) (Project #: 291-2350A-0CM01)

Achievement through Content Expertise (ACE), Principal Investigator. (Co-PI; Lynn Fell, HCPS Grant Administrator). This grant provided content-specific mathematics professional development co-developed and co-facilitated by mathematics educators and mathematicians to 1,000 teachers in the Hillsborough County Public Schools. Funded for $1,284,500. SDHC was the fiscal agent as required by the grant RFP with a subcontract of $211,731 to USF, S2007 – F2007).

Mathematics and Science Teacher Recruitment and Support (MASTERS), Co-Principal Investigator (PI: Gerry Meisels; Co-PIs: Robert Potter, USF; Barbara Anderson, Hillsborough County Public School; Judith Lombano, Museum of Science and Industry). This grant supported the recruitment, preparation, support, and retention of alternant entrant teachers. Fund by for $1,042,994 (Project #291-2335A-SCP01). (F2005 – S2006).

Mathematics/Science Professional Development, Co-Principal Investigator (PI: Sandi Schichtling). The grant funds were used to provide professional development to teachers in Florida Region 4. Funded by a subcontract with the University of Central Florida for $508,149. (1/2003 – 6/2003)

Mathematics/Science Professional Development, Co-Principal Investigator (PI: Sandi Schichtling). The grant funds provided professional development to teachers in Florida Region 4. Funded by a subcontract from the University of Central Florida for $508,149. (1/2002 – 6/2002)

State Level

Summary: Improving Middle School Math, Florida Department of Education, Co-Principal Investigator (PI: Denisse Thompson). The purpose of this grant was to generate and broadly disseminate a summary of the full report "Plan of Action for Improving Middle Grades Mathematics." Funded by the Florida Department of Education for $8,300 (2001).

Plan of Action for Improving Middle Grades Mathematics, Florida Department of Education, Co-Principal Investigator (Denisse Thompson, PI). This project developed an action plan for improving middle-grade mathematics in Florida. Based on the research literature review, current literature on best practices, and regional focus group input and data from the state, this project identified essential elements of a successful middle school program, barriers to such a program, and ways to overcome those barriers. The outcome of this project was a report, including an action plan that was made available to policy makers at all levels (school, district, state, and legislature). Funded by the Florida Department of Education for $20,000. (1999).

University Level

Mathematics at the Middle Grades: Focusing on Instruction, Principal Investigator. Funded by USF's Division of Sponsored Research for $6,000. (1999).

Mathematics Teaching of At-Risk Youth (MaTARY), Principal Investigator. Grant funded by the Institute on Black Life for $3000. (1999).

VI. OTHER GRANT ACTIVITY

Systemic Transformation of Evidence-based Education Reform (STEER), Implementation Team Member, (PI: Gerry Meisels, Chemistry; Co-PIs: Jennifer Lewis, Chemistry; James Wysong, HCC; Peter Stiling, Biology; Robert Potter, Chemistry). This partnership effort between the USF and Hillsborough Community College seeks to transform the culture of STEM departments in research universities. It rewards the adoption of evidence-based teaching strategies by faculty and graduate students, who adopt these practices through training programs, work assignments, and support structures. The ultimate goal of transforming institutional culture is to increase the retention and preparation of STEM majors, including those from under-represented groups, and produce a greater number of STEM graduates who are well prepared for life, citizenship, and careers. Grant funded by NSF DUE (#1525574) for $2,975,896.00 (8/15/15-8/31/20). Engaged through 2016.

Transforming STEM Teaching in a Large Urban-Serving Research University, Planning Team Member (PI: Gerry Meisels, Chemistry; CO-PIs: Jennifer Lewis, Chemistry; Catherine Beneteau, Mathematics; Peter Stillings, Biology; & Robert Potter, Chemistry). This planning grant aims to plan a program of interventions that will lead to STEM gateway courses and accompanying labs being taught using evidence-based practices. Grant funded by NSF DUE (#1347753) for $249,491. (9/15/13-8/31/16)

Preparing to Teach Mathematics with Technology: An Integrated Approach. Grant Partner, (PI: Karen Hollerbrands; Co-PI Hollylynne Lee -- North Carolina State University). Partners implement developed content modules (Data Analysis, Probability, & Geometry) in courses at home institutions and research prospective teachers' beliefs and uses of technology in mathematics learning. Grant funded by NSF DUE (#0817253) for $500,416. (9/1/08-8/31/12).

Mathematics and Science Teacher Recruitment, Alternative Certification, and Induction (MASTRACI). Steering Committee Member (PI – Gerry Meisels, USF; Co-PIs – Nancy March, Hillsborough County Public Schools; Judith Lombana, MOSI). This grant involved a three-year partnership among the University of South Florida, Hillsborough County School District, and the Museum of Science and Industry (MOSI) to recruit, train, and retain high-quality mathematics and science teachers. Funded by US DOE Mathematics and Science Partnership program, $1,265,520. (10/2002-2005).

GEAR UP Partnership, Grant Personnel, (PI: Jeremy Lieberman). Grant partnership includes USF College of Education, Florida Department of Education, Children's Board of Hillsborough County, Churches United to Transform Tampa, Corporations to Develop communities of Tampa, East Tampa School Community Partnership, Hillsborough Education Foundation, and Take Stock In Children. Work with mathematics teachers and 7th and 8th-grade students at Franklin Middle School. Responsibilities/Activities included: planning, developing, and conducting in-service workshops for mathematics teachers; bi-monthly visits to teachers' classrooms (e.g., observations, consultations on planned activities, team teaching); and conducting research.

Funded by the US Department of Education for approximately $2,000,000 from USDOE. Matching Dollars roughly $2,000,000 from the Children's Board of Hillsborough County. 1999-2004.

Impact Project. Grant partner (Joe Garafalo, PI, University of Virginia). Collaborated with the Center for Technology and Teacher Education at the University of Virginia's Curry School of Education to develop exemplary models of technology integration in mathematics to be used in teacher education. Funded by a private foundation,1999-2001.

Preparing Tomorrow's Teachers to Use Technology. Grant Partnership, (Other partners: Ann Barron, Instructional Technology and Michael Berson, Social Studies). The purpose of this grant was to incorporate technology into teacher education courses. Funded through a subcontract from the Virginia Curry School of Education (Joe Garafalo, PI, University of Virginia) grant from the U.S. Department of Education for three years at approximately $133,000. (1999-2001)

Peoria Urban Mathematics Plan (PUMP) Algebra Project, staff member, (PI: Jane Swafford; Co-PI: Carol Thornton). PUMP was a professional development project to reform mathematics teaching in Peoria's middle and high schools, with a special focus on increasing minority student participation in the algebra track (1/2 of Peoria's student population at the time was African American). Responsibilities include planning, developing, and conducting in-service workshops and summer institutes for middle and high school mathematics teachers regarding mathematics content and pedagogy; weekly visits to assist teachers as they implemented the curriculum in their classrooms (e.g., teaching demonstration lessons, planning lessons, and consultations on planned activities); collecting data on middle-grade students' proportional reasoning and algebraic thinking through interviews; and coding and interpreting qualitative data. Funded by the NSF DRL (#9454356) for $740,480. (1/1/95-12/31/99).

VII. PRESENTATIONS

(* denotes graduate student and ** denotes post-doctoral scholar at the time the presentation was given)

International

Kersaint, G., & Sears, R. (2016, July). Partnership to design a middle-school mathematics teacher preparation program with extensive clinical experiences. 13th International Commission on Mathematics Education. Hamburg, Germany.

Bénéteau, C. Bleiler-Baxter*, S. K., Kersaint, G., Krajčevski, M. (2016). Navigating co-teaching: Perspectives from Mathematicians, Mathematics educators, and students. 13th International Commission on Mathematics Education. Hamburg, Germany.

Thompson, D. R., & Kersaint, G. (2011, September). *Preparing teachers to develop mathematics language learners in multilingual classrooms.* ICMI 21 of the International Commission on Mathematics Instruction – Mathematics Education and Language Diversity. Aguas de Lindoia, Brazil

Kohl, V., Dorn, S., & Kersaint, G. (2001, February). *The university as an integral community link to "at-risk" public education: Strategies, interventions, innovations, and assessment*. A paper presented at the 3rd annual international conference on the University as Citizen, Tampa, FL.

National

Campbell-Montalvo**, R. (Chair), Kersaint, G., Smith, C. S., Puccia E., Martin, J., Wao, H., Skvoretz, J., MacDonald, G. & Lee, R. (2021, April). (Panel – Virtual Conference). *The effects of stereotypes and relationships on women and underrepresented minority students' fit in engineering. (*Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital). American Educational Research Association Meeting (Virtual)

Skvoretz, J., Kersaint, G., Smith, C. S., Campbell-Montalvo**, R. (Chair), E. Puccia, H. Wao, J. Martin, R. Lee, G. MacDonald. (2021, April). (Panel – Virtual Conference). *Entry and pipeline social capital impacts on women and underrepresented minority students' persistence in engineering*. (Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital). American Educational Research Association Meeting (Virtual)

Smith, C. S., Wao, H., Kersaint, G., Campbell-Montalvo**,** R. (Chair), Gray-Ray, P., Puccia, E., Martin, J., Lee, R., Skvoretz, J., & MacDonald, G.. (2021, April). (Panel – Virtual Conference). *How Social Capital Acquired through Professional Engineering Organizations Affects Women and Underrepresented Minority Undergraduates' Persistence*. (Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital panel). American Educational Research Association Meeting (Virtual)

Puccia, E., Martin, J., Smith, C. S., Kersaint, G., Campbell-Montalvo**,** R**.** (Chair), Wao, H., Lee, R., Skvoretz, J., & MacDonald, G. (2021, April). (Panel-Virtual Conference). *How Social Capital from Parents Affects Women and Underrepresented Minority Students' Persistence in Engineering Majors*. (2021, April) (Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital). American Educational Research Association Meeting (Virtual)

Kersaint, G. (2020, August). *Classroom Discourse: Talk is only part of the Equation*, National Council of Teachers of Mathematics, Chicago, IL. (Delivered as part of the 100 days of PD Series due to 2020 NCTM Annual Conference Cancellation)

Puccia, E. (Co-chair), Smith, C.S., Campbell-Montalvo**,** R. (Co-chair), & Kersaint, G. (2019, March). (Panel). *How Universities Can Support Women and Underrepresented Minority Engineering Students: Applications of Interviews with Undergraduates*. (Applying Anthropology in Education: Addressing Equity from K-College (National Association for the Practice of Anthropology). Society for Applied Anthropology Meeting, Portland, OR.

Kersaint, G. (2019, April). *Classroom Discourse: Accessing and Assessing Students' Thinking*. National Council of Teachers of Mathematics. San Diego, CA.

Floden, R. & Kersaint, G. (2018, October). *Research Productivity and Infrastructure*. Council of Academic Deans for Research Education Institutions: New Deans Institute. Tuscon, AZ.

Kersaint, G., Blanchett, W., Mendez, J. P., Dantley, M., Shoho, A. (2017, October). (Organizer/Panelists). *Creating a Community for Scholars of Color*. Council of Academic Deans for Research Education Institutions. Savannah, GA

Kersaint, G. (2017, October). Round Table Discussion Led by 2nd Year Deans. Council of Academic Deans from Research Education Institutions: New Deans Institute. Savannah, GA

Kersaint, G., Smith, C. S., MacDonald, G., Lee, R., Wao, H., Skvoretz, J., Reeves, K., Martin, J., Campbell**, R., Puccia, E., & Ware*, J. (2017, September). (Poster Presentation). *The Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates*. National Science Foundation EHR Core Research PI Meeting. Alexandria, VA.

Rosen, L., Kersaint, G., Olsen, J., Walters, K. W. (2017, May). (Panel Member – Invited) *Enhancing Professional Development for Classroom Teachers* (Panel). U.S. News STEM Solutions: The National Leadership Conference. San Diego, CA,

Kersaint, G., Smith, C. A., MacDonald, G., Lee, R., Skvoretz, J., Reeves, K., Martin, J., Campbell**,** R., & Brookins*, S. (2016, April). (Poster Presentation). *Using social capital and cultural model theories to guide research on the retention and degree attainment of women and minority engineering undergraduates*. American Educational Research Association Annual Meeting, Washington, DC.

Kersaint, G., Smith, C., Wao, H., MacDonald, G., Lee, R., Skvoretz, J., Reeves, K., Martin, J., Campbell**, R., Puccia, E., & Ware, J. (2017, March/April). (Poster). *Inclusion and equity of engineering diversities: Social capital, cultural models, and success of women and minority engineering undergraduates*. Southern Sociological Society Annual Meeting. Greenville, SC.

Kersaint, G., Smith, C. A., MacDonald, G., Lee R., Skorvetz, J., Reeves, K., Martin, J. P., Campbell, R., Brookins, S. (2016, April). *Using cultural models and social capital theories to guide research on the retention and degree attainment of women and minority engineering undergraduates.* American Educational Research Association, Washington, DC.

Smith, C. A., Kersaint, G., Wao, H., Martin, J. P., MacDonald, G., & Lee, R. (2015, November). *Using cultural models and social capital theories to guide research on the retention and degree attainment of women and minority engineering undergraduates*. American Anthropological Association, Denver, CO.

Smith, C. A., Wao, H., Martin, J. P., MacDonald, G., Lee, R., & Kersaint, G. (2015, June). *Designing a survey for engineering undergraduates using free listing – an anthropological structured technique*, American Society for Engineering Education, Seattle, WA.

Ashford*, S., Lanehart*, R. E., Lee*, R., Wilson, T.-N., Kersaint, G. (2015, April). *Effects of STEM/ICT aspirants' high school experience on STEM and ICT course taking*. American Educational Research Association, Chicago, IL.

Lanehart*, R. E., Rodriguez de Gil*, P., Dixon*, M. P., Kromrey, J. D., & Kersaint, G. (2014, August). *Impact of career academies on STEM course taking: Moving to the next lev*el. Paper presented at the Joint Statistical Meeting, Boston, MA.

Sears, R., & Kersaint, G. (2014, June). *The transformation of a middle-school STEM teacher preparation program: A collaborative design*. Poster presented at the Science & Mathematics Teacher Imperative national conference, Milwaukee, WI.

Sears, R., & Kersaint, G. (2014, June). *Partnership to design a middle-school mathematics teacher preparation program from the ground up.* Mathematics Teacher Education Partnership conference, Milwaukee, WI.

Kersaint, G. (2014, April*). Deriving the area of triangles and quadrilaterals using index cards*. National Council of Teachers of Mathematics, Louisiana, LA.

Kersaint, G., Sears, R., & Kracjevski, M. (2014, February). *Partnership to design a middle school teacher preparation program from the ground up*. Association of Mathematics Teacher Educators, Irvine, CA.

Strutchens, M., Kersaint, G., Franz, D. (2014, February). *Preparing and supporting mentor teachers of field experiences for secondary mathematics teachers*. Association of Mathematics Teacher Educators, Irvine, CA.

Ellerbrock, C. R., Kersaint, G., & Loyden*, A. (2013, November). *Producing quality Title 1 middle school mathematics and science pre-service teachers: The University of South Florida's STEM residency-based middle grades teacher preparation program.* Association for Middle-Level Education, Minneapolis, MN.

Ellerbrock, C. R., Kersaint, G., & Loyden*, A. (2013, November). (Round Table Presentation). *Preparing effective educators for Title 1 middle schools: University of South Florida's STEM middle school residency program.* Association for Middle-Level Education's Symposium on Excellence in Middle-Level Teacher Preparation, Minneapolis, MN.

Kersaint, G. (2013, October). *Teaching Mathematics Language Learners.* National Council of Teachers of Mathematics (NCTM) Regional Conference, Baltimore, MD.

Kersaint, G. & Sears, R. (2013, October) (Invited). *Cultivating relationships between mathematicians and mathematics teacher educators.* Association of Mathematical Sciences Southeastern Sectional Meeting, Louisville, KY.

Kersaint, G., & Sears, R. (2013, June). *A collaborative effort to develop a middle school teacher preparation program.* Science and Mathematics Teacher Imperative (SMTI) Mathematics Teacher Education Partnership Conference, St. Louis, MO.

Kersaint, G. (2013, April). *Classroom Discourse: Strategies for Engaging ELLs*. National Council of Teachers of Mathematics Conference, Denver, CO.

Spangler, D. A., Boston, M., Flores, A., Kersaint, G., King, K., Dick, T., Rubenstein, R., & Lambin, D. (2013, January). Writing and reviewing for *Mathematics Teacher Educator*. Association of Mathematics Teacher Educators, Orlando, FL.

Dawson, K. M., Ritzhaupt, A. D., Feng, Liu, F., Rodriguez, P., Frey, C. A., Pringle, R., & Kersaint, G. (2012, April). *Examining the technological, pedagogical, and content practices of math and science teachers involved in a year-long technology integration initiative*. American Educational Research Association, Vancouver, Canada.

Kersaint, G., Ritzaugh, A. D., Feng, L. (2012, April). *Technology to Enhance Mathematics and Science Teaching and Learning*. American Educational Research Association, Vancouver, Canada.

Bleiler*, S. K. & Kersaint, G. (2012, April). *Team-teaching experiences of a mathematician and a math teacher educator.* Research pre-session of the National Council of Teachers of Mathematics, Philadelphia, PA.

Lee, H. L., Kersaint, G., Harper, S., Driskell, S. O., & Leatham, K. (2012, March). *Prospective teachers' statistical problem solving with dynamic technology: Research results across multiple institutions*. Association of Mathematics Teacher Education, Dallas, TX.

Lee, H. L., Driskell, S., Harper, S. R., Leatham, K. R., Kersaint, G. & Angotti, R. L. (2011, October) *Prospective Teachers' Use of Representations in Solving Statistical Tasks With Dynamic Statistical Software*. Psychology of Mathematics Education-North America (PME-NA), Reno, NV

Kersaint, G. (2011, July). *USF Robert Noyce Scholar Program* (Poster). NSF Robert Noyce Teacher Scholarship Program Conference: Building Excellence in STEM Teaching, Washington, DC.

Kersaint, G. & Thompson, T. (2011, April). *Teaching mathematics to English Language Learners*. National Council of Teachers of Mathematics, Indianapolis, IN

Dogbey, J., K.*, Gyening, J., & Kersaint, G. (2011, March). *Factoring quadratic trinomials: An Alternative Approach*. Research Council of Mathematics Learning, Cincinnati, Ohio.

Bleiler*, S., Kersaint, G., & Krajcevski, M. (2011, January*). Differing views on assessment: Two instructor's strategies for modeling assessment techniques for prospective secondary mathematics teachers in an upper-level, team-taught geometry course.* Joint Mathematics Meeting (Mathematics Association of America & American Mathematics Society), New Orleans, LA.

Kersaint, G. (2011, January). *Assessing students' understanding of proof using a rubric: Making sense of student-produced proofs.* Joint Mathematics Meeting (The Mathematics Association of American & American Mathematics Society), New Orleans, LA.

Kersaint, G. (2010, October). (Invited Panel Member). *University Partnership Professional Development Programs*. Conference Board of Mathematical Sciences, Reston, VA.

Kersaint, G., & Krajcevski, M. (2010, June). *A collaborative effort between a mathematician and a mathematics teacher educator to enhance the mathematics preparation of teachers.* Science Mathematics Teacher Imperative 2010 National Conference, Cincinnati, OH.

Kersaint, G., Barber*, J., Dogbey*, J., & Kephart, D. (2010, April). *The effect of access to an online tutorial service on the achievement and attitude of college algebra students*. American Educational Research Association, Denver, CO.

Kersaint, G. (2010, March). (Invited Panel Member). *Insights and lessons learned from 3 MSP Projects*. 2010 USDOE Regional Math and Science Partnership (MSP) Conference, New Orleans, LA.

Kersaint, G. Lauman, B., Clark, T., MacAllum, K., Frechtling, J. (2010, March). *STEM faculty's evolving perspectives on STEM curriculum and instruction while participating in an MSP projec*t. 2010 USDOE Regional Math and Science Partnership (MSP) Conference, New Orleans, LA.

Kersaint, G. (2010, January). *Engaging mathematicians in the work of teacher education*. Association of Mathematics Teacher Educator Annual Conference, Irvine, CA.

Martin, W. G., Qaunder, J., Brahier, D. J., & Kersaint, G. (2010, January). *The role of teacher education faculty in promoting reasoning and sense-making in high school mathematics*. Association of Mathematics Teacher Educator Annual Conference, Irvine, CA.

Kersaint, G. Lauman, B., Clark, T., MacAllum, K., & Frechtling, J. (2010, January). (Invited Presentation) *STEM faculty's evolving perspectives on STEM curriculum and instruction while participating in an MSP projec*t. The 2010 NSF Math and Science Partnership (MSP) Learning Network Conference (LNC2010), Washington, DC.

Kersaint, G., Berger, S., & Culberson, L. (2009, December). *Induction and mentoring of new teachers of mathematics and science*. National Staff Development Council, St. Louis, MO.

Thompson, D. R., & Kersaint, G. (2009, November). *Engaging the entire literacy spectrum in the mathematics classroom*. National Middle School Association, Indianapolis, IN.

Kersaint, G., & Kephart, D. (2009, May). *The effect of an online tutoring environment of the attitude and achievement of college algebra students*. National Institute for Staff and Organizational Development (NISOD), Austin, TX.

Kersaint, G. & Schackow, J. (2009, April). *Implementing NCTM's Curriculum Focal Points: The Florida PROMiSE project.* National Council of Teachers of Mathematics, Washington, DC.

Kersaint, G. (2009, March). *Using virtual manipulatives to teach mathematics concepts*. Association for Supervision and Curriculum Development, Orlando, Fl.

Kersaint, G. & Kephart, D. (2008, November). *An objective measure of online tutoring.* Sloan-C International Conference on Online Learning, Orlando, FL.

Kersaint, G. (2008, April). (Discussant). *Exploring Curriculum*. American Educational Research Association, New York, NY.

Dixon, J., Fennell, F., Kersaint, G., Milgram, J. & Reys, B. (2008, April). *The Focal Points and curriculum coherence – What's needed?* National Council of Teachers of Mathematics, Salt Lake City, UT.

Kersaint, G., & Thompson, D. R. (2008, January). *Preparing Secondary teachers to work with English Language Learners.* Association of Mathematics Teacher Educators, Tulsa, OK.

Kersaint, G. (2007, September) (Invited Breakout Session Co-Leader) *Preparation of part-time doctoral students*. National Conference on Doctoral Programs in Mathematics Education: A Decade of Progress, Kansas City, MO.

Kersaint, G., & Thompson, D. R. (2007, March). *Teaching mathematics language learners.* National Council of Teachers of Mathematics, Atlanta, GA.

Thompson, D. T., & Kersaint, G. (2007, January). *Vocabulary and reading development for secondary mathematics teachers.* Association of Mathematics Teacher Education, Irvine, CA.

TCM Editorial Panel Members. (2006, April). *Making Teaching Children Mathematics come alive in your classroom*. National Council of Teachers of Mathematics, St. Louis, MO.

Lee*, R. S., Borman, K., & Kersaint, G. (2006, April). *Capacity building in urban schools: Principal leadership in fostering learning communities*. American Educational Research Association, San Francisco, CA.

Kersaint, G., & Thompson, D.R. (2006, January). *Yearlong planning assignments: Issues and challenges for secondary mathematic teachers*. Association of Mathematics Teacher Educators, Tampa, FL.

Brohlin, C.R., Beal, S., Kersaint, G., Koirala, H., Tamas, S. (2006, January). *Becoming an AMTE Affiliated Group: Learning from Experience*. Association of Mathematics Teacher Educators, Tampa, FL.

Kersaint, G., Boatman, J., Thompson, D.R., & Smith, M. (2005, April). *Enhancing Education through Technology (EETT) in middle and high school mathematics classrooms*. National Council of Supervisors of Mathematics, Dallas (Irving), TX.

Kersaint, G., Boatman, J., Thompson, D.R., & Smith, M. (2004, April). *Working with alternatively certified mathematics teachers: A university/school district partnership.* National Council of Supervisors of Mathematics, San Diego, CA.

Thompson, D. R., & Kersaint, G. (2004, September). *Masters of Arts in Teaching 5 – 9: A program for non-education majors* (Poster presentation). Meeting the Mark: The Mathematical Preparation of Middle School Mathematics Teachers Conference, St. Louis, MO.

Meisels, G., & Kersaint, G. (2004, November) (Poster Session). *Mathematics Teacher Recruitment*. USDOE Teacher Quality Enhancement (TQE) Grants Program, Project Directors Meeting. Pheonix, AZ.

Gayles*, J., Borman, K., Kersaint, G., & Lee*, R. (2003, April). *Professional development policy issues in carrying out systemic reform: Lesson for experienced principals*. Annual Meeting of the American Education Research Association, Chicago, IL.

Journal Editors -- *Contemporary Issues in Technology and Teacher Education*) (2003, March) (Invited Panel), Society for Information Technology & Teacher Education, Albuquerque, NM.

Kersaint, G., & Horton, B. (2003, January/February). *Technology beliefs and practices of mathematics education faculty*. Association of Mathematics Teacher Educators, Atlanta, GA.

Kersaint, G., & Simmons*, J. (2001, April). *Algebra in the elementary school: What does it look like?* National Council of Teachers of Mathematics, Orlando, FL.

Borman, K., Kersaint, G., Boydston, T., Kang*, E., Katzenmeyer, W., Lee*, R., Mehta*, N, & Moriarty*, K. (2002, April). *Assessing the impact of the National Science Foundation's Urban Systemic Initiative (USI) on student achievement: Closing the gap in four USI sites*. American Education Research Association, New Orleans, LA.

Journal Editors -- *Contemporary Issues in Technology and Teacher Education* (2002, March) (Invited Panel), Society for Information Technology & Teacher Education, Nashville, TN.

Kersaint, G., & Chappell, M. (2001, April). *Algebra: Learning from students*. National Council of Teachers of Mathematics, Orlando, FL.

Borman, K., & Kersaint, G. (2001, April). *Assessing the impact of the National Science Foundation's Urban Systemic Initiative*. Systemic Initiative Managers, Local Evaluators, Projector Directors, and Urban Study Groups Conference, Tampa, FL.

Kersaint, G., Borman, K., & Boydston, T. (2001, April). *Teachers' perception of their USI professional development experiences.* SI Data Managers, Local Evaluators, Projector Directors, and Urban Study Groups Conference. Tampa, FL.

Kersaint, G., Borman, K., Boydston, T., & Sadler*, T. (2001, April). *The principals' role in supporting professional development*. SI Data Managers, Local Evaluators, Projector Directors, and Urban Study Groups Conference, Tampa, FL.

Thompson, D. R., & Kersaint, G. (2001, April). *Improving middle school mathematics: Overcoming the obstacles*. National Council of Supervisors of Mathematics Conference, Orlando, FL.

Kersaint, G. (2000, April) (Discussant) *You want me to teach statistics? A study of pre-service teachers' efforts to integrate reasoning with data into K-6 curriculum*. American Education Research Association, New Orleans, LA.

Thompson, D.R., & Kersaint, G. (2000, May). *Recommendation from stakeholders for improving middle grades mathematics Achievement in the State of Florida*. Show Me Conference: Middle School Mathematics Teacher Preparation, Branson, MO.

Garafalo, J., Drier*, H., Harper*, S., Enderson, M., Horton, B., Kersaint, G., & Pullano*, F. (2000, February). *Integrating technology in preservice secondary methods courses: Evaluation and dissemination of impact project materials*. Association of Mathematics Teacher Educators, Charlotte, NC.

Kersaint, G. (1999, April). *Preservice elementary teachers' ability to generalize functional relationships: The impact of two versions of a mathematics content course*. American Educational Research Association, Montreal, Canada.

Swafford, J. O., Langrall, C. W., & Kersaint*, G. (1997, April). *Generalization of patterns and relationships by prospective teachers*. American Educational Research Association meeting, Chicago, IL.

Swafford, J. O., Langrall, C. W., Kersaint*, G. (1997, October) (Poster Session). *Generalization of patterns and relationships by prospective teachers.* North American Chapter of the Psychology of Mathematics Education. Normal, IL.

State/Regional/Local

Kersaint, G., McNeal-Sheppard, M. (Former Deputy Superintendent, Kansas City Public School), Page, S. (Chief of Academic Operations and School Support, Shelby County Public Schools), Weisberg, D. (CEO, TNTP), & Pawlak, E. (Director of Math and Accelerated Pathways, Cicero School District 99 – IL) (2021, July). (Panel Member) *Math Panel*. Coming Back Better: Data, Equity, and Renewal (Ferguson Institute). Boston, MA.

Kersaint, G. (2021, May). (Virtual). *Inclusive Mathematics Instruction.* WA Association for Supervision and Curriculum Development (ASCD.)

Barry, L., D'Annnolfo, S., Kersaint, G., Law, P., Lisi, P. (2018, October). (Panelist) Women in Leadership. Connecticut Association of Schools: Women in Leadership Conference. Cheshire, CT.

Kersaint, G. (2018, October). *Accessing and Assessing Emerging Bilinguals' Mathematical Knowledge*. NCTM Regional Conference and Exposition, Hartford, CT.

Kersaint, G. (2018, February). *Mathematics Discourse: Talk is only Part of the Equation. A symposium for School Administrators* (Curriculum Associates). New York.

Kersaint, G. (2017, November). *Tools for Teachers: Developing Success Teacher Habits in the Mathematics Classroom*. Orlando, FL

Ashford*, S., Lee*, R., Kersaint, G., Wilson, T.-N., Kromrey, J. (2015, November). *STEM capable: Effects of rigorous course-taking on Florida's STEM interested students' persistence.* Florida Educational Research Association, Altamonte Springs, FL.

Kersaint, G. (2015, July). (Keynote). The path to a doctoral program. USF Leadership Alliance Program: Summer Scholarship Program, Tampa, FL.

Ashford*, S., Lee*, R., Lanehart*, R., Wilson, T.N., Kersaint, G. (2014, November). *STEM and ICT course-taking experiences of Florida high school students in career academies.* Florida Educational Research Association, Cocoa Beach, FL.

Ritzhaupt, A. D., MacDonald, G., & Kersaint, G. (2011, November). *A literature synthesis about games in education*. Florida Educational Research Association, Orlando, FL.

Kersaint, G., Ritzpaugh, A., Liu, F. (2011, November). *Technology to enhance mathematics and science teaching and learning*. Florida Educational Research Association, Orlando, FL.

Van Ingen*, S., MacDonald*, G., Kersaint, G. (2011, November). *An exploratory multi-level model analysis of the power of play in the middle school mathematics classroom.* Florida Educational Research Association, Orlando, FL.

Kersaint, G. (2009, November). *Florida PROMiSE: Supporting the learning of struggling learners. Mathematics institute and update*. Prisms and Perspectives to meet the Kaleidoscope of Student Learning Needs in Mathematics in Florida. Orlando, FL.

Kersaint, G. (2009, November). *Preparing elementary school teachers for the Next Generation Sunshine State Standards.* Orange County Public School, Orlando, FL.

Kersaint, G. (2009, October). *Preparing secondary mathematics teachers (6-12) for the Next Generation Sunshine State Standards*. Orange County Public Schools, Orlando, FL.

Kersaint, G. (2009, October) (Poster session). *Florida PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education),* USF Research Week, University of South Florida, Tampa, FL.

Kersaint, G., & Berger, S. (2009, October). *Developing mathematics strategies using string.* Florida Council of Teachers of Mathematics, October 1 – 3, 2009, West Palm Beach, FL.

Kersaint, G. (2009, October). *Supporting mathematics learning using the TI Nspire*. Florida Council of Teachers of Mathematics, West Palm Beach, FL.

Kersaint, G. (2009, September/October). *Florida PROMiSE updates*. Florida Association of Mathematics Supervisors Meeting. Orlando, FL.

Kersaint, G. (2009, August) (Keynote). *The Next Generation Sunshine State Standards*. School District of Pinellas County, Secondary Mathematics District Training Day, Dunedin, FL.

Kersaint, G. (2009, August) (Keynote). *Preparing 21st-century learners for their future*. School District of Hillsborough County Middle & Secondary School Mathematics Professional Study Day, Tampa, FL.

Kersaint, G. (2009, January). *Florida PROMiSE Updates*. Florida Association of Mathematics Supervisors Meeting, Orlando, FL.

Kersaint, G. & Berger, S. (2009, January). *Florida PROMiSE: Induction professional development*. Florida Association of Mathematics Supervisors Meeting, Orlando, FL.

Kersaint, G., & Allsopp, D. (2009, January). *Florida PROMiSE: Meeting the needs of struggling learners*. Florida Association of Mathematics Supervisors Meeting, Orlando, FL.

Kersaint, G. (2008, December). (Panel Member). *What's working in mathematics education* (Other Panel Members: Dr. Russell M. Gersten, Professor Emeritus, University of Oregon (keynote and panelist) National Mathematics Advisory Panel; Dr. Kaye Forgione, Achieve, Inc.; Jim Clamons, VP of Engineering Operations at Harris Corporation & FCR-STEM International Advisory Board; Dr. Kathryn L. Kubic, Principal, Northeast High School, Anne Arundel County Public Schools – Maryland; Ron Abbott, Executive VP, Lockheed Martin, Missiles and Fire Control; Dr. Laura Lang (moderator), FSU Learning Systems Institute.) Florida Department of Education's *What's Working in Mathematics Education Summit*, Orlando, FL.

Kersaint, G. (2008, November). (Poster session). *Florida PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education),* USF Research Week, Tampa, FL.

Kersaint, G. (2008, November). (Poster session). *Teaching mathematics to English Language Learners* (as part of the presentation of Teaching English Language Learners across the Curriculum series poster). USF Research Week, Tampa, FL.

Kersaint, G., Dana, T., Berger, S., Moss, Christi, Sherdan, D., Razzouk, Rabbieh. (2008, October). *Florida PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education): Overview*. Florida Association of Science Supervisors, Orlando, FL.

Kersaint, G., Berger, S., & Schackow, J. (2008, October). *Florida PROMiSE: Meeting the needs of new teachers*. Florida Council of Teachers of Mathematics, Jacksonville, FL.

Kersaint, G., Pape, S., & Schackow, J. (2008, October). *Florida PROMiSE: Implementing the Next Generation Sunshine State Standards*. Florida Council of Teachers of Mathematics, Jacksonville, FL.

Kersaint, G., Pape, S., Berger, S., & Schoen, R. (2008, October). *PROMiSE Overview*. Florida Association of Mathematics Supervisors, Jacksonville, FL.

Baird, V., & Kersaint, G. (2008, September). *Next Generation Sunshine State Standards and Florida PROMiSE Update*. Florida Association of Staff Development, Clearwater, FL.

Kersaint, G. (2006, October*). Virtual manipulative: Tools for enhancing mathematics instruction*. Florida Council of Teachers of Mathematics, Orlando, FL.

Kersaint, G. (2006, March). *Using virtual manipulative for mathematics instruction*. Florida Educational Technology Corporation (FETC) Conference, Orlando, FL.

Kersaint, G. (2006, September). *USF Presidential Fellowship Award*. A presentation given as part of the USF Graduate School Program on "Best practices in graduate recruiting: Increasing your yield, maximizing opportunity." Tampa, FL.

Kersaint, G. (2005, September). (Panel Member). Institute for Excellence, College of Education Alumni Society, Tampa, FL.

Kersaint, G. (2005, May) (Keynote). *One computer in the classroom: Using the technology you have to enhance students' experiences.* Wisconsin Mathematics Council, Green Lake, WI.

Kersaint, G. (2005, May). (Featured Speaker). *The changing role of the mathematics teacher educator*, Wisconsin Mathematics Council, Green Lake, WI.

Kersaint, G. (2004, October). *MTMS: Thinking of Students*, Florida Council of Teachers of Mathematics, Miami, FL.

Kersaint, G. (2003, October). *Mathematics in the elementary classroom.* USF Institute of Black Life's STARS (Student Teachers And Resources in the Sciences) program, Tampa, FL.

Kersaint, G. (2003, October). (Guest Speaker). *Learning mathematics developmentally.* USF School Psychology Graduate Course, Tampa, FL.

Kersaint, G., & Hunsader, P. (2001, October). *Gender differences in mathematics: The mathematics classroom and beyond*. Sonia Kovalesky – High School Math Day, Sarasota, FL.

Kersaint, G. (2001, October). *Gender issues in mathematics education: myths, realities, and teaching Strategies*, Sonia Kovalesky – High School Math Day, Sarasota, FL.

Kersaint, G. (2001, October). *Learning from students' work.* Florida Council of Teachers of Mathematics, Orlando, FL.

Kersaint, G. (2001, October). *Algebra in the elementary school: What does it look like?* Florida Council of Teachers of Mathematics, Orlando, FL.

Kersaint, G. (2001, June). *Changing needs in teaching mathematics.* Project Central (An effective instructional practices project at the University of Central Florida). Daytona Beach, FL.

Kersaint, G. (2000, October). *Improving middle grades mathematics in Florida.* Florida Council of Teachers of Mathematics, Sarasota, FL.

Kersaint, G. (2001, February). *Middle school mathematics professional development network* (ENC@SERVE), Florida Collaborative for Excellence in Teacher Preparation - 3rd Annual Symposium, Orlando, Fl.

Fisher, L., Thompson, D.R., & Kersaint, G. (2000, January). *Educators' forum: Improving middle school mathematics achievement*. Curriculum, Instruction, and Assessment Leadership Conference. Tampa, FL

Kersaint, G. (1999, November). *Girls and math*. Sonia Kovaleski High School Math Day, Sarasota, FL.

Kersaint, G. (1999, October). *A look at the conceptual development of fractions using length, set, and area models.* Florida Council of Teachers of Mathematics, Miami, FL.

Touchton, D., & Kersaint, G. (1999, September) *Targeting a "4" on extended response items*. Hillsborough County Public Schools. Presentation to Subject Area Leaders (Mathematics) in conjunction with Suncoast Area Center for Educational Enhancement. Tampa, FL.

Kersaint, G. (1999, April). *Girls, Math + Science = Success*, A conference for Middle School girls, their parents, and teachers. Dunedin, FL.

Kersaint, G. (1999). (Panel Member) *Girls, Math + Science = Success*. Panel discussion for teachers about the achievement of girls in mathematics (Other Panel members: Dr. Sylvia Bozeman, Professor of Mathematics, Spellman College; Dr. Sandra Gilchrist, Professor of Biology, New College; Elizabeth Larkin, Professor of Education, USF Sarasota.), A conference for Middle School girls, their parents, and teachers. Dunedin, FL.

Kersaint*, G. (1998, April). *Academic challenges.* Office of Multicultural Affair's First Look Program. Illinois State University, Normal, IL.

Kersaint8*, G. (1997, January). *Why is math important?* Peoria Urban League youth group, Peoria, IL.

Kersaint*, G. (1997, April). *Generalization of patterns and relationships by prospective teachers.* Illinois State University - Graduate Research Symposium. Normal, IL.

Swafford, J., Langrall, C., & Kersaint*, G. (1996, November). *PUMP algebra project strategies engaging middle school teachers and students: Interim report*, NCTM Regional Conference, South Bend, IN.

Kersaint*, G. (1996, September). *Drawing with the TI-82*, Peoria Public School, Peoria, IL.

Kersaint*, G. (1995, March). *Technology in the classroom*. Expanding Your Horizons Institute for Young Women, Illinois State University, Normal, IL.

<u>Workshop Presentation</u> (via invitation)

National

NCTM NCATE Program Review, Association of Mathematics Teacher Educators' Pre-conference session, Dallas (Irving), TX. January 26, 2005

NCTM NCATE Program Review, Association of Mathematics Teacher Educators' Pre-conference session, San Diego, CA. January 22, 2004

State/Regional/Local

Unpacking the Next Generation Sunshine State Standards for Middle School Mathematics Teachers. Sumter County Public School. January 5, 2010

Unpacking the Next Generation Sunshine State Standards for K-8 Mathematics Teachers. Pinellas County Public School. June 5, 2009

Unity and Diversity in Mathematics and Science. (With Dana Zeidler, Science Education), Southeastern Consortium for Minorities in Engineering (SECME) Summer Institute, Tampa, Fl, July 10-14, 2006.

Developing Mathematics Literacy: Teach Students "To Reason" – Not Just "To Do" (With Joy Schackow). Professional Development for MASTERS grant. Tampa, Fl, May 30-June 2, 2006.

Geometry, SDHC MASTERS Grant, October 13, 2005

Connecting Mathematical Representations: From Concrete to Abstract, Heartland Educational Consortium, Sebring, Fl., June 16 – 17, 2005

Beginning Mathematics Teacher Orientation – Middle Grades Mathematics, School District of Hillsborough County, July 14 –16, 2004 & July 14-17, 2003

Mathematics Science Professional Development

- *Proportional Reasoning*, Collier County, June 2-5, 2003
- *Proportional Reasoning*, Pasco County, June 23-26, 2003
- *Algebraic Thinking*, Hillsborough, July 21-24, 2003

Mathematics Science Professional Development

- *Proportional Reasoning*, Polk County, June 3-7, 2002

- *Geometry*, Hillsborough County, June 10-14, 2002
- *Proportional Reasoning*, Pinellas County, June 17-21, 2002

Using Manipulatives to Help Kids Learn Mathematics, Lee County Public Schools, Fort Myers, FL, July 23 - 27, 2001

Middle School Mathematics Project
- *Proportional Reasoning*, Polk County, June 4-8, 2001
- *Proportional Reasoning*, Hillsborough County, July 16-20, 2001

GEARing Up to Transform the Teaching and Learning of Mathematics, Franklin Middle School, Hillsborough County, August 3, 2000

Using Manipulatives to Help Kids Learn Mathematics, Lee County Public Schools, Fort Myers, FL, July 10-14, 2000

Numbers and Operations, Polk County Elementary Mathematics Summer Institute, Polk County Public Schools, Lakeland, FL. May 22-26, 2000.

Creating Numeric Problem Solvers, Lee County Public School. Fort Myers, Fl. (2/24/00; 3/9/00; 4/6/00; 12/1/99)

Innovative Ways to Teach Elementary Mathematics, Lee County Public School. Fort Myers, Fl. July 26 – August 4, 1999

VIII. EDITORIAL SERVICE

Editorial Board Member, *Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age (2016* – Eds: Niess, M., Hollerbrands, K., & Driskell, S. O.) published by IGI Global

Contemporary Issues in Technology in Teacher Education, an online, peer-reviewed journal, established and jointly sponsored by five professional education associations (Technology and Science Education (ASTE), Technology and Mathematics Education (AMTE), Technology and Social Studies Education (NCSS-CUFA), Technology and English Education (CEE), Educational Technology: General (SITE))
- Co-editor, CITE-Mathematics, Issues 2(2) – 5(4), 2002 - 2005

Dimensions in Mathematics, the journal of the Florida Council of Teachers of Mathematics Co-editor, 2003

Mathematics Teacher Educator, a refereed journal of the Association of Mathematics Teacher Educators and the National Council of Teachers of Mathematics, Editorial Panel Member, 2011 -2015

Mathematics Teaching in the Middle School, a refereed journal of the National Council of Teachers of Mathematics
- Editor, "Thinking of Students," 2001 – 2005
- Editor, "Food for Thought," 2001 – 2005

Review of Education Research, a refereed journal of the American Educational Research Association
- Editorial Board Member, 1999-2002

Teaching Children Mathematics, a refereed journal of the National Council of Teachers of Mathematics
- Chair, Editorial Panel 2007-2008
- Editorial Board Member, 2005 – 2008

Ad Hoc Referee
- *European Journal of Educational Research*
- *International Journal of Educational, Research, Practice & Policy*
- *Journal for Research in Mathematics Education*
- *Journal of Multilingual and Multicultural Development*

- *Mathematics Teacher*
- *Mathematics Teacher Educator*
- *Mathematics Teaching in the Middle School*
- *Mathematics Teacher: Learning and Teaching PK-12 (replaced the journals below)*
    - *Mathematics Teacher*
    - *Mathematics Teaching in the Middle School*
    - *Teaching Children Mathematics*
- *Mentoring & Tutoring: Partnership in Learning*,
- *Numeracy*, the electronic journal of the National Numeracy Network
- *Review of Education Research*,
- *SpringerPlus*, an SpringerOpen Journal
- *Teacher Development*
- *Teaching and Teacher Education*

IX. PROFESSIONAL SERVICE ACTIVITIES

International Level

External Review Team Member, Commission of Academic Accreditation, Ministry of Education and Scientific Research. Abu Dhabi, United Arab Emirates. Summer 2014

National Level

Board Member (Elected -Member-at-Large), American Associate of Colleges for Teacher Education, 3/2021-2/2023

External Evaluator, New England Commission on Higher Education (Boston University), 2019

NSF Reviewer 2019

NSF Panelist, 2018

Reviewer and Panelists, Reviewed the *Mathematics Framework for the 2017 National Assessment of Educational Progress*. National Assessment Governing Board, U.S. Department of Education, Spring 2018

Board Member (Elected: Member-at-Large), Council of Academic Deans from Research Education Institutions, 2/2018-2/2021

Search Advisory Group Member, NSF Assistant Director for Education and Human Resources, 2017-18

Member, Constitution and Bylaws Committee, Association of Mathematics Teacher Educators, 2017-2019

Member, Nominations and Elections Committee, National Council of Teachers of Education. 2016-2019

Search Advisory Group Member, NSF/EHR Division Director in the Division of Research and Learning, 2016-2017

Review Panel Member, National Research Council of the Academies, Ford Foundation Fellowship Program – Education, Spring 2014, Spring 2016, Spring 2017, Spring 2020

Board Member, National Council of Teacher of Mathematics Board of Directors, April 2012 – 2015
- Executive Team Member, 2014-2015

Member, Conference Board of Mathematical Sciences Forum Planning Committee, Sm 2013 – Fall 2014

Member, AMTE Executive Director Search Committee, Fall 2011 – Fall 2012

Reviewer, APLU's Science and Mathematics Teacher Imperative (SMTI) – The Analytic Framework for Mathematics Teacher Education Assessment (AF-MTEA), Fall 2011

Participant (Invited), System-level professional development: Articulating research ideas that support the implementation of the professional development needed for making the Common Core State Standards in mathematics a reality for K-12 teachers, Raleigh, NC. May 12-13, 2011

Participant, Mathematicians in Mathematics Education (MIME) Workshop. April 23-25, 2011, Tuscon, AZ.

Steering Committee Member, Program for International Student Assessment (PISA) 2012. Institute of Education Sciences, National Center for Education Statistics, 2011 – 2013

Chair, National Council of Teachers of Mathematics (NCTM) 2012 Annual Conference Program Committee, NCTM, Spring 2010 – 2012.

Member, Association of Mathematics Teacher Educators (AMTE)/Association of State Supervisors of Mathematics (ASSM)/National Council of Supervisors of Mathematics (NCSM)/National Council of Teachers of Mathematics (NCTM) Joint Task Force Supporting Implementation of the Common Core State Standards (CCSS). Summer 2010

Participant (Invited), Future of STEM Curriculum and Instructional Design (Workshop #2: *Articulating a Research and Development Agenda for Learning Designers*), Lansdowne, VA, May 16-18, 2010.

Participant (Invited), Center for the Mathematics Education of Latinos/as (CEMELA) - Center for Proficiency in Teaching Mathematics (CPTM)-TODOS Mathematics for ALL Conference (Practitioners and Researchers Learning Together: A National Conference on the Mathematics Teaching and Learning of Latinos/as). March 2010.

Reviewer, Oak Ridge Associated Universities, Ralph E. Powe Junior Faculty Enhancement Awards Program, March 2010

Proposal Review Panel Member, National Science Foundation (2003, 2005, 2008, 2010, 2011, 2013, 2014, 2017)

Participant (Invited), A Blue Sky Workshop: The Future of STEM Curricula and Instructional Design. Landsdowne, Virginia, December 1-3, 2009.

Expert Panel Reviewer, National Survey of Science and Mathematics Teachers, Horizons Research, Inc., Fall 2009

Developer, Focus on 6-8 Grade Level Books, National Council of Teachers of Mathematics, 2009

Board Member (Elected), Association of Mathematics Teacher Educators 2008 – 2011.

- Member, Technology Committee

Member, National Council of Teachers of Mathematics 2010 Conference Program Committee, 2008 – 2010

Member, National Council of Supervisors of Mathematics, 2009 Conference Program Committee, 2007-2009

Program Section Chair, American Educational Research Association, Division B – Curriculum Studies, 2007-2008

External Evaluator, Tenure & Promotion (Duquesne University, Georgia State University, Miami University, University of Dayton, University of Memphis, University of North Carolina Central, University of Virginia)

Lead Reviewer, National Council of Teachers of Mathematics/National Council for the Accreditation of Teacher of Education Review Team, Spring 2006 Review Team

Member, Association of Mathematics Teacher Educators 2007 Conference Program Committee, 2006 - 2007

Book Reviewer, *Mathematics Teaching Today, Improving Practice, Improving Student Learning*, the revised Teaching Standards for the National Council of Teachers of Mathematics, Fall 2005.

Lead Reviewer, National Council of Teachers of Mathematics/National Council for the Accreditation of Teacher Education Review Team, Spring 2005

Participant (Invited), USDOE Title I/Math Collaborative Effort to Improve Mathematics in Title Programs, Anaheim, CA. April 2005. Purpose: Develop a strategic plan to improve mathematics teaching and learning in Title I Schools.

Chair, Association of Mathematics Teacher Educators 2006 Conference Program Committee, 2005 – 2006

Member, National Council of Teachers of Mathematics PK-2 Assessment Sampler Task Force, 2003-2005
- Chair, Geometry Strand

Member, National Council for the Accreditation of Teacher Education Workshop Team, National Council of Teachers of Mathematics, 2003-2004

Member, Association of Mathematics Teacher Educators 2005 Conference Program Committee, 2004 – 2005

Member, National Council of Teachers of Mathematics/National Council for the Accreditation of Teacher Education Review Team, Fall 2004

Panel Member, NAEP (National Assessment of Educational Progress) Mathematics Domain Development, National Assessment Government Board (ACT, Inc), January 8 – 13, 2004

Reviewer, PBS Teacherline Virtual Mathematics Academy, 2004

Judge, Contemporary Issues in Technology and Teacher Education (CITE) and Journal of Technology and Teacher Education, National Technology Leadership Award, 2003, 2004

Member, Nomination Committee, Association of Mathematics Teacher Educators, 2003 - 2004

Member, Virtual Mathematics Academy Review Panel, National Council of Teachers of Mathematics, 2001-2002

Member, Remote Sites Task Force, National Council of Teachers of Mathematics, 1999-2000

Referee, American Educational Research Association - Division K, Fall 1999

Member, Algebra in Context Development Committee, Educational Testing Services. Assisted in the development of the "Algebra in Context" assessment. Included: writing and evaluating test items and reviewing the intended curriculum. 1997

State Level

Connecticut

Member, Accelerate CT, 2021-Present

Member, Governor's Workforce Council, 2021-Present
- Member, Improving Teaching and Learning subcommittee

Member, FEMA CT Higher Education Resilience Taskforce, 2021 - Present
- Member, Workgroup on K-12

Member, AACTE-CT, Legislative and Policy Subcommittee, 2020-2021

Connecticut Science Center

- Member, Board of Trustees, Connecticut Science Center, 2017-2020, 2020-2023
- Member, Program Committee, Connecticut Science Center, 2017-Present

Women in Science at the Connecticut Science Center

- Steering Committee Member 2019-2021

State Board of Education

- Member (Legislatively Appointed), CT Advisory Council for Administrator Professional Standards Council, 2017- 2021

Connecticut State Department of Education

- Member, Minority Teacher Recruitment Oversight Council, Connecticut State Department of Education, 2016 – 2021
- Member, Advisory Group on Required for the Education of Students in the Care of State Child Welfare Agencies, 2017 – 2018
- Member, Educator Preparation Advisory Council, Fall 2016

Florida

Consultant, Institute for Instructional Research and Practice, University of South Florida,

- Key Validator, Florida Teacher Certification Exam, Elementary Education Mathematics Subtest, October 2014
- Key Validator, Florida Teacher Certification Exam, Elementary Education Mathematics Subtest, September 2014.
- Key Validator, Florida Teacher Certification Exam, Middle Grades Mathematics, Mathematics 6-12, Elementary Mathematics, June 2014

Member, Induction Advisory Group (IAG) for the Florida STEM Teacher Induction and Professional Support (STEM TIPS) Initiative, University of Florida, October 2012- present

Member, Florida Common Core/Next Generation Sunshine State Standards for Mathematics Review and Recommendation Committee, Florida Department of Education, June 2010 – December 2010

Member, Review Committee for the Title IID/*Enhancing Education Through Technology* grant proposals, Florida Department of Education, 2010

Consultant, Evaluation Systems Group of Pearson, Amherst, MA.

- Key Validator, Florida Teacher Certification Exam, Elementary Mathematics K-6, March 2010.
- Key Validator, Florida Teacher Certification Exam, Middle Grades Integrated Curriculum, January 2010.

Consultant, Evaluation Systems Group of Pearson, Amherst, MA.

- Item Reviewer, Florida Teacher Certification Exam, Middle Grades 5-9, July 2009
- Item Reviewer, Florida Teacher Certification Exam, Middle Grades Integrated Curriculum, November 2009
- Key Validator, Florida Teacher Certification Exam, Elementary Mathematics K-6, November 2009
- Key Validator, Florida Teacher Certification Exam, Mathematics 6-12, November 2009
- Item Reviewer, Florida Teacher Certification Exam, Mathematics 6-12, August 2009
- Item Reviewer, Florida Teacher Certification Exam, Middle Grades Integrated Curriculum, August 2009
- Item Reviewer, Florida Teacher Certification Exam, Elementary Education K-6, July 2009
- Item Reviewer, Florida Teacher Certification Exam, Mathematics 6-12, July 2009
- Item Reviewer, Florida Teacher Certification Exam, Elementary Education K-6, July 2009
- Item Reviewer, Florida Teacher Certification Exam, General Knowledge - Mathematics, July 2009

- Item Reviewer, Florida Teacher Certification Exam, General Knowledge - Mathematics, April 2009
- Item Reviewer, Florida Teacher Certification Exam, General Knowledge, April 2009

Member, FCR-STEM – Female-Minority Initiative Task Force member, F2007- Sm2008

Consultant, Evaluation Systems Group of Pearson, Amherst, MA.
- Key Validator, Florida Teacher Certification Exam, General Knowledge Test, December 2008
- Key Validator, Florida Teacher Certification Exam, Middle Grades Mathematics 5-9, November 2008

Advisor, FCAT Content Advisory Committee, Florida Department of Education, August 8-9, 2007, and April 17-19, 2007

Consultant, Institute for Instructional Research and Practice, University of South Florida
- Florida Teacher Certification Exam, Middle Grades Mathematics 5-9
    - Item Reviewer, September 2007.
    - Key Validator, November 2007
    - Key Validator, January 2007

Member, Florida Mathematics Standards Revision Writing Team, Florida Department of Education, Fall 2006 - Spring 2007

Member, Florida Council of Teachers of Mathematics (FCTM) 2006 Conference Committee, 2005 – 2006.

Consultant, Institute for Instructional Research and Practice, University of South Florida,
- Key Validator, Florida Teacher Certification Exam, Middle Grades Mathematics 5-9, May 2006
- Key Validator, Florida Teacher Certification Exam, General Knowledge Test, Validated June 2006
- Item Reviewer, Florida Teacher Certification Exam, Middle Grades Integrated 5-9, August 2006.
- Key Validator, Florida Teacher Certification Exam, Middle Grades 5-9, October 2006
- Key Validator, Florida Teacher Certification Exam, Middle Grades Integrated Curriculum, November 2006
- Key Validator, Florida Teacher Certification Exam, General Knowledge Mathematics, November 2006

Reviewer of the Multi-University Reading, Mathematics, and Science Initiative (MURSMI) grant proposals, Fall 2005

Consultant, Institute for Instructional Research and Practice, University of South Florida
- Key Validator, Florida Teacher Certification Exam, Middle Grades Integrated Curriculum, April 2005
- Transcript Evaluator for Oral Exam provided to Vision Impaired Students, Florida Teacher Certification Exam, General Knowledge Test, July 2005.
- Specification Validation Committee, Florida Teacher Certification Exam, Middle Grades 5 – 9, July 2005

Board Member, Coalition for Improving Mathematics and Science (CIMS), 2005 – 2010.

Steering Committee Member, Florida Summit on Mathematics and Science Education, 2004 –2005

Member, Florida Comprehensive Assessment Test
- Item Content Review Committee, November 1-5, 2004
- Bias & Sensitivity Committee, October 12 –13, 2004

President, Florida Association of Mathematics Teacher Educators (FAMTE) (formerly Florida Association of Mathematics Educators) 2002-2004, 2004 – 2006. Accomplishments include: reconstituting FAME as FAMTE 2004; Increased membership to include representation from 9 universities in the Florida State University System and ten independent colleges (45 members); Increased participation of mathematics teacher educators on Florida Department of Education committees and initiatives; and increased broader participation of mathematics teacher educators as part of the teacher examination development.

Consultant, Institute for Instructional Research and Practice, University of South Florida

- Item Reviewer, Florida Teacher Certification Exam, Mathematics 6-12, November 2004
- Development Committee, Florida Teacher Certification Exam, Mathematics 5-9, October 2004.
- Literature Review Developer, Florida Teacher Certification Exam, Mathematics 5-9, October - December 2004.
- Item Reviewer, Florida Teacher Certification Exam, Middles Grades Integrated Curriculum, June 2004

Board Member, Florida Council of Teachers of Mathematics, 2003 - 2005

Consultant, Institute of Instructional Research and Practice, University of South Florida,

- Literature Review Developer, Florida Teacher Certification Exam, Mathematics 5-9, July – September 2002.
- Development Committee, Florida Teacher Certification Exam – Mathematics 6-12, September 2002
- Florida Teacher Certification Exam – Middle Grades Integrated Curriculum, Mathematics, 2001 – 2002
    - Literature Review, November 19, 2001 -- January 7, 2002
    - Development Committee, January 29-30, 2002
    - Steering Committee, February 21 – 22, 2002
    - Specification Validation Committee, July 9-10, 2002
    - Sample Item Review, December 1, 2002
- Committee Member, Middle Grades Mathematics 5-9 Transitional Passing Score, December 2002

Committee member, Florida Teacher Competency Exam (FTCE) General Knowledge Mathematics Subtest of the General Knowledge Examination,

- Test Validation, June 13 – 14, 2001
- Validation Study of the Teacher Certification Competencies and Skills – Mathematics subtest of the General Knowledge Exam, September 21, 2001
- Test Validation, October 2, 2001
- Specification/Item Matching, November 28-30, 2001

Consultant, Institute of Instructional Research and Practice, University of South Florida,

- Key Validator, Middle Grades Mathematics 5-9, August 2001

Consultant, Sunshine State Standards Mid-term Review, Suncoast Area Center for Educational Enhancement, 2001

- Okeechobee County
- Alachua County

Middle School Audit Team Member, Eisenhower Mathematics and Science Consortia and Clearing House Network's Middle School Math Task Force, 2000. (2/22-23/2000 & 11/20/2000)

Local/Regional Level

Steering Committee Member, ONE BAY: Lifelong Learning Taskforce – Tampa Bay Partnership, Tampa, FL. Fall 2011-2013

Tampa Bay Partnership is a regional organization of business leaders encompassing eight counties (Citrus, Hernando, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota) that works with its partners to market the Tampa Bay region nationally and internationally, conduct regional research, and coordinate efforts to influence business and governmental issues that impact economic growth and development.

University Level

University of Connecticut

- Member, Personnel Grievance Committee, Spring 2020
- Chair, Academic Integrity Taskforce (F2021 – Present)
- Chair, Campus Director Review Committee, Spring 2022
- Member, HR Rehired Retiree taskforce

- Member, Board of Trustees Joint Audit and Compliance Committee, 2021-present
- Member, President's Advisory Council on Policing
- Member, UConn/AAUP Collective Bargaining Negotiation Team, F2020-Spr2022
- Dean's Representative (Elected), University Senate, 2017 – 2020, 2020-21

University of South Florida

- Mobilizing the Dream Workgroup – Faculty and Administrator Diversity at USF, Spring 2016
- USF System Research Planning Committee, Fall 2015 – Spring 2016
- Ad Hoc Committee to revise the Mid-Tenure Review Application F2015-p2016.
- Faculty Liaison, Board of Trustees -- Research, Innovation, Engagement, and Job Creation Workgroup, F2015- Spring 2016
- Member, USF Research Advisory Group, Fall 2015 – P2016
- Member, Responsibility Centered Management: Strategic Investment Priority Advisory Group Sm 2015 – 2016
- Transfer Appeal Hearing Committee, Sm 2015 – 2016
- Tenure Online Content Committee, Spr 2015 –2016
- Member, University Council of Associate Deans, 2014 – 2016
- Member, Enrollment/Graduate Associate Deans, 2014 – 2016
- Ad Hoc Committee on Graduate Student Success, 2014 – 2015
- Member, Associate Deans for Research Group, 2011 – 2016
- Faculty Panel Member, Graduate Experience Summer Program, Sm 2014
- Application Reviewer, Graduate School Fellowship Program, Spr 2014.
- USF Representative, Science and Mathematics Teacher Imperative National Conference, June 9-11, 2010.
- Member, SACS Assessment Group F2008-Sp2009
- Chair, General Education Council, 2007-2010.
- Member, University Assessment Steering Committee, F2007 – F2009
- Member, Ad Hoc Committee on VSA (Voluntary System of Accountability) Participation, F2007
- Workshop Coordinator, Using Technology as Part of Instruction, Workshop provided by Texas Instruments representative to STEM faculty who are part of the Project Kaleidoscope, October 16, 2006.
- Member, Project Kaleidoscope, a collaborative partnership between the College of Education, College of Arts & Science, and the College of Engineering 2006 - 2010
- Member, Ad-hoc Committee of USF Graduate Student Stipend, F2006
- Member, General Education Council, 2005 – 2007
- Chair, University Presidential Fellowship Committee, 2004-2006
- Member, Institute on Black Life, Research Council, 2004 to present
- Member, University Graduate Council, 2002- 2005
- Chair, Graduate Policy Subcommittee, 2003-2004
- Ronald McNair Scholars Program
    - Role Model/Mentor, Student: Julia Clark, Spring 2003
    - Role Model/Mentor, Student: Kiesha Minatee, Spring 2002
    - Research Mentor, Student: Latisha Jones, Summer 2001
    - Role Model/Mentor; Student: Latisha Jones, Spring 2001
    - Role Model/Mentor; Student: Kenisha Reese, Fall 2000
    - Role Model/Mentor; Student: Charnette Deloris Monroe. Spring 2000
- Member, Graduate Student Grievance Committee, Spring 2003
    - Member, Search Committee
    - Assistant Vice President for Institutional Effectiveness, F2008-Sp2009
    - Mathematics Instructor, USF Lakeland, F2005 – S2006
    - Provost & Vice President for Academic Affairs, F2003 to Sp2004
    - Institute on Black Life, F2004-Sp2005

College Level

University of South Florida

Ad hoc Committee on Annual Reviews, F2013 – S2014

Mentor, Faculty Mentoring Program
- Mentee, Eugenia Vomvoridi-Ivanovic (Mathematics Education), F2009 – F2011
- Mentee, Danielle Dennis (Elementary Education), F2007 – F2009

Member, University Support Team for the USF Patel Charter School, F2003 – 2005

Member, Research Committee, F2003 – Sp2005

Member, Effective Teaching Committee, 2001 – 2002

Undergraduate Academic Student Grievance Committee
- Fall 2009
- Spring 2004
- Spring 2002
- Fall 2000

Member, Search/Selection Committees

University of Connecticut
- Director of Outreach and Engagement, F2021
- UConn Health: Associate Vice President and Chief Diversity Office, F2021-Spr2020
- Associate Vice Provost, Faculty and Staff Development and Affairs, Summer 2020
- UConn President Search Committee (Steering Committee Member), F2018-2019
- Vice Provost for Academic Affairs Search Committee, Chair, Spring 2017

University of South Florida
- Cybersecurity Education, Chair, F2014 – Spring 2015
- Assistant Dean of Graduate Education, Spring 2014
- Assistant Director of Development for the College of Education, Chair, Spring 2014
- Associate Dean of Educator Preparation, Fall 2013 – Spring 2014
- College of Education, Webmaster, F2013
- Mathematics Education – CELS- Fall 2012 – Spring 2013
- Director of Development, Sm2010 – Fall 2011
- Science Education, F2009 – Sp2010
- Mathematics Education, F2008-Sp2009
- Instructional Technology, F2006-2007
- General Music, F2005 – Sp2006
- Measurement, F2004-Sp2005
- Secondary Education Department Chair, F2004 – Sp2005
- Mathematics Education, F2003- Sp2004
- Mathematics Education (Chair), F2002-Sp2003
- Measurement and Evaluation, F2002-Sp2003
- Athletic Trainer, Physical Education, 2002
- Dean, College of Education, 2001-2002
- Training & Special Events Coordinator, David Anchin Center, 2000
- Post-Doc, David Anchin Center, 1999

Member, Mission, Goals, Vision Ad Hoc Committee, 1999

Member, Urban Education Task Force, 1998-1999

Departmental Level

Department of Secondary Education, University of South Florida

Member, Secondary Education Personnel Policy Committee, F2009-Fall 2011

Member, Selection Committee, Academic Program Specialists, F2009

Member, Secondary Education Chair's Advisory Council, F2008-2011

Chair, Secondary Education Personnel Policy Committee, F2004-F2006
- Drafted Policy Guidelines and Operating Procedures

Member, Secondary Education Doctoral Program committee, F2004-2011

Member, Faculty Council Member, F1999-S2002

Member, Mathematics Education Program Committee, 1998-2016

Graduate Teaching Assistant Liaison (Mathematics Department), Center for the Advancement of Teaching, Illinois State University, Normal, IL, 1997.

Representative, Illinois State University's Minority Student Recruitment Program, 1996 – 1997

PhD Dissertation Committee

Chair
- Melody Elrod (2017, Spring). *Exploring mathematics education fieldwork through storytelling*. Mathematics Lecturer, Middle Tennesse State University
- Yiting Yu (2015, Summer). The influence and types of homework on opportunity to learn and students' mathematics achievement. Unknown - China
- Derrick Saddler (2015, Spring). *Estimating the Effects of Content Organization on Students Algebra Learning.* Mathematics Instructor, Hillsborough Community College, Tampa, Fl.
- Sarah VanIngen (2013, Spring). *Preparing teachers to apply research to mathematics teaching: Using design-based research to define and assess the process of evidence-based practice*. Associate Professor, University of South Florida – Childhood Education and Literacy Studies, Tampa, FL
- Sarah Bleiler (2012, Spring). *Team-teaching experiences of a mathematician and a mathematics teacher educator: An interpretative phenomenological case study*. Associate Professor, Middle Tennessee State University, Murfreesboro, TN
- Dogbey, James (2010, Summer). *The development of the concept of variable in middle-grade mathematics textbooks during four eras of mathematics education in the United States.* Associate Professor, Texas A & M University-Corpus Christi, Corpus Christi, Texas.
- Kellogg, Matthew (2010, Spring). *Preservice elementary teachers' pedagogical content knowledge related to area and perimeter: Investigating anchored instruction with web-based microworlds. Associate Professor,* Clearwater Christian College, Clearwater, Fl.
- Petkova, Mariana (2009, Spring). *Classroom discourse and teacher talk influences on English Language Learners' mathematics experiences*. Unknown – Bulgaria.

Committee Member
- Amanda Loyden Mohn (2018, Summer). Collaborations among mathematicians and mathematics Educators: Working together to educate preservice teachers.
- Laura Hauser (2015, Spring). *Precalculus students' achievement when learning functions: Influences of Opportunity to Learn and Technology from a University of Chicago Mathematics Project Study*. Assistant Professor, University of Tampa, Tampa, FL.

- MacDonald, George (2013, Fall). The performance of linear logistic test model when the Q-matrix is misspecified: A simulation study. Director, Center for Research, Evaluation, Assessment, & Measurement, University of South Florida, Tampa, FL.
- Pickle, Maria Consuelo Capiral (2012, Spring). *Statistical content in Middle Grades Mathematics Textbooks*. Instructor, College of Southern Nevada.
- Hopf, Francis C. (2011, Spring). The impact of a short-term review treatment program on student success in a College Algebra course (Higher Education). Mathematics Instructor, University of South Florida – Tampa.
- Zorin, Barbara (2011, Spring). *Geometric Transformations in Middle School Mathematics Textbooks*. Consultant, MATHBones Pro. Instructor, St. Petersburg College
- Cal, Gabriel (2011, Fall). *Opportunity to learn and the alignment of upper-division mathematics learning outcomes, textbooks, and the national assessment in Beliz*e. Assistant Professor, University of Belize.
- King, Sharondrea (2010). (School Psychology) *Mathematics education: The voice of African American and White Adolescents* (District School Board of Pasco County)
- Phan, Ha (2007). *Correlates of mathematics achievement in developed and developing countries: An HLM Analysis of TIMSS 2003 Eighth-grade mathematics scores* (Measurement). Research Scientist, Pearson
- Patricia Hunsader (2005). *The impact of gender, reading ability, and mathematics ability on children's mathematical problem-solving processes, performance, self-efficacy, self-assessment, and written explanations.* (Elementary Education). Dean of College of Education and Vice President for Academic Affairs, Tusculum University.
- Pamela Moses-Snipes (2004). *The effect of African culture on African-American students' achievement in and perceptions of selected geometry topics in the elementary mathematics classroom.* Associate Professor, Winston Salem State University.

Director, Undergraduate Honors Thesis

University of South Florida

- Jennings, John (2006, Fall). *Secondary classroom design for the new century*. USF Honors College (Selected for presentation at the Honor's College Thesis Day)
- Reynolds, JoAnn (2006, Fall). *Effect of inadequate success in a prerequisite mathematics course on student success rates in subsequent mathematics courses*. USF College of Education, SunCoast Area Teacher Training (SCATT) Honors program.
    - Paper presentation, SCATT Research Symposium,
    - Poster presentation, National Conference on Undergraduate Research (NCUR), Dominican University of California, San Rafael, CA, April 14-16, 2007.
- Jones, Summer (2006, Summer). *Algebra activities that promote student learning: A focus on NCTM's process standards*, USF Honors College

X. OTHER PROFESSIONAL ACTIVITIES

Blogs

Kersaint, G. & Thompson, D. R. (2017, June 13). Response: Advice on Making a Mid-Career Change to Teaching. Education Week Teacher: Classroom Q & A with Larry Ferlazzo. http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/06/response_advice_on_making_a_mid-career_change_to_teaching.html

Kersaint, G. (2015, October 26). Talking Math: 6 Strategies for Getting Students to Engage in Mathematical Discourse. http://gettingsmart.com/2015/10/talking-math-6-strategies-for-getting-students-to-engage-in-mathematical-discourse/

Kersaint, G. (2015, October 13). Talking math: 100 questions that help promote mathematical discourse. http://gettingsmart.com/2015/10/talking-math-100-questions-that-help-promote-mathematical-discourse/

Kersaint, G. (2015, October 1). Orchestrating mathematical discourse to enhance student learning. http://smartblogs.com/education/2015/10/01/orchestrating-mathematical-discourse-to-enhance-student-learning/

Kersaint, G. (2015, September 29). Talk math: How to engage students in mathematics Discourse. http://gettingsmart.com/2015/09/talking-math-how-to-engage-students-in-mathematical-discourse/

Kersaint, G., & Thompsons, D. R. (2015, April 26) Response: Ways to Teach Common Core Math to ELLs. *Ed Week Teacher: Classroom Q & A with Larry Ferlazzo*. http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/04/response_ways_to_teach_common_core_math_to_ells.html

Op-Ed

Kersaint, G. (2020). As a UConn dean, I am privileged. As an African-American woman, I am struggling. Hartford Courant, June 5, 2020.

Radio Segment

How are Common Core Standards Impacting Teaching Math to ELLS? (Larry Ferlazzo with Ben Spielberg, Denisse Thompson and Gladis Kersaint) BAm! Radio: Connecting the Voices of Education Villages (Classroom Q & A with Larry Ferlazzo) Posted on 4-1-2015 http://www.bamradionetwork.com/classroom-q-and-a/2650-how-are-common-core-standards-impacting-teaching-math-to-ells

STEM Research Part 2 (2012). University Beat WUSF 89.7. http://www.wusf.usf.edu/radio/program/university_beat/episode/2012-01/natural_art_exhibit_stem_research_part_2#

TV Segment

Understanding the Common Core (first aired on May 21, 2015). (with Deborah Kozdras). ***WFLA*** Channel 8 *Daytime* morning show. The goal was to dispel myths about the new Common Core Standards for grades K-12 in mathematics and language arts and explain how the new standards differ from previous standards.

Podcast

Puccia, E., Smith, C. S., Campbell-Montalvo**, R., & Kersaint, G. (2019) "How Universities Can Support Women and Underrepresented Minority Engineering Students: Applications of Interviews with Undergraduates." *Podcast by the Society for Applied Anthropology*.

Webinars

Kersaint, G., (2017, April 17). Selecting and Sequencing Student Solutions for Productive Math Discourse. EdWeek https://webinars.on24.com/edweek/StudentSolutions

Kersaint, G. (2016, October 20). Digging into Mathematical Discourse: Selecting and Sequencing Student Solution Samples. EdWeek. https://webinars.on24.com/edweek/MathematicalDiscourse

Kersaint, G. (2015, September 29). Orchestrating Mathematics Discourse to Enhance Student Learning. District Administration. http://www.districtadministration.com/webseminar/orchestrating-mathematical-discourse-enhance-student-learning

Kersaint, G. (2015, June 23). Mastering the most challenging mathematics standards. (June 23, 2015). *EdWeek*

UConn Featured News Items

Partnering to Give Local Schoolchildren the Vision to Learn, Neag School

$1.5 Million Grant to Help Develop Exceptional Leaders in Math Education, UConn Today

Degrees of Change: UConn Increases Diversity in Teaching Programs, UConn Today

Five Questions with Dean Kersaint, UConn Today

Q&A: Getting to Know the Neag School's New Dean, Gladis Kersaint, Neag School

USF Featured News Items

What Helps and Hinders Underrepresented Engineering Majors?" (December 7, 2014). http://news.usf.edu/article/templates/?a=6632&z=219&utm_source=gladis-kersaint-120214&utm_medium=rotator&utm_campaign=usfhomepage

COEDU Faculty Explain Common Core Standards on Daytime Show (May 21, 2014). http://www.coedu.usf.edu/main/Announcements/daytime.html

Voices: Gladis Kersaint 2012 USF Magazine, p. 43 (2012, Spring)

Helios STEM Program (December 20, 2011). http://news.usf.edu/article/templates/?a=4010&z=121

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