Gladis Kersaint, Ph.D.
Professor, Mathematics Education
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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 Academic Affairs, University of Connecticut, Storrs, CT. (Provost Anne D'alleva, July 2023— October 2025; Interim Provost Pamir Alpay, October 2025 – December 2025]. Member of Provost's Cabinet responsible for shaping and advancing the academic mission of the university through leadership in academic planning, faculty development and affairs, curriculum management and oversight, and student success. Portfolio included oversight of academic program development and review, institutional accreditation, academic affairs policy development and implementation, faculty and leadership development, and core academic support units (Center for Career Readiness and Life Skills, Center for Excellence in Teaching and Learning, Honor's and Enrichment Programs, Office of Undergraduate Advising, Faculty Consulting Office). Oversaw student facing units (Institute for Student Success, Student-Athlete Support Services, and Veteran and Military Programs) during the 2023-24 academic year as part of a transitional realignment. Served as interim Director of the Center for Excellence in Teaching and Learning during 2024-25 academic year to support strategic realignment prior to hiring a permanent director.

Vice Provost for Strategic Initiatives, University of Connecticut, Storrs, CT. (March 2021–June 2023) Provost Carl Lejuez (March 2021–May 2022); Interim Provost/Provos Anne D'Alleva (May 2022–June 2023). Member of Provost's Cabinet responsible for advancing institutional strategic priorities through leadership on cross-functional leadership initiatives across academic and administrative units.

Key Accomplishments and Leadership Impact as a Vice Provost

- *Organizational Design and Strategic Realignment.* Designed and implemented a comprehensive realignment framework that unified student-facing academic affairs units under the newly established Vice Provost for Student Succes, ensuring cohesive leadership and streamlined student support structures (effective Fall 2024). Led the strategic expansion of the advising infrastructure, integrating the Academic Center for Exploratory Students and Bachelor of General Studies advising within the Office of Undergraduate Advising. Led the transition from the Center for Career Development to the Center for Career Readiness and Life Skills, enhancing the integration of career readiness into the curriculum. Reconstituted the Center for Teaching and Learning to focus on its core mission of instructional design, teaching innovation, and learning assessment. Established priorities and metrics for undergraduate advising and career readiness to support UConn's strategic goals to improve student engagement, retention, and post-graduate outcomes.
- *Student Success Efforts.* Demonstrated a results-driven commitment to student success by leading strategic realignment and integration of student-facing academic affairs units under unified leadership to enhance support and outcomes. Improved mid-semester grade reporting rates to strengthen early alerts and academic intervention. Adjudicated academic, scholarly, and

professional integrity violation and academic notice appeals as the university's final decision-maker. Championed the expansion of undergraduate advising, referral, and intervention infrastructure to advance holistic student development, leading to improved academic support and a more cohesive ecosystem for student achievement, engagement, and career readiness, connecting advising and support services.

- *Faculty and Leader Development and Success*: Developed the Faculty and Leader Success Initiative to provide structured, ongoing support for professional growth, onboarding, and leadership development to build administrative capacity, cultivate a robust pipeline of academic leaders, and ensure they are equipped for evolving institutional challenges. Initiated and co-led the Executive Leaders Onboarding Program (this program is now institutionalized through Human Resources), in collaboration with central university units (e.g., President's Office, Human Resources, UConn Health) and the Women's Leadership Forum in partnership with the Women's Center. Facilitated monthly Department Head and Associate Deans meetings, including professional development session, and established the Associate Dean of Academic Affairs Forum to build administrative capacity. Provided oversight for the Provost's Office Leadership Fellow program, mentoring emerging faculty leaders and advancing institutional initiatives, fostering inclusive academic leadership. Launched the *Academic Leaders Portal* and the *Academic Affairs Governance Documents Library*, SharePoint sites, to enhance transparency and access to academic protocols (i.e., guideline, process, and procedure documents) to encourage consistent, inclusive, and effective practices. Championed the acquisition of *Academic Impressions* to expand on-demand professional development access for faculty, staff, and leaders.
- *Faculty Affairs and Labor Relations:* Oversaw the promotion, tenure, and reappointment (PTR) process, ensuring timely reviews and consistency in institutional expectations and outcomes. Contributed to the final determination for tenure and promotion cases. Authored guidance for faculty, staff, dossier evaluators, and administrators to clarify university-wide PTR expectations. Addressed faculty personnel matters, including grievance resolution and disciplinary actions. Advised academic leaders on faculty workload expectations, evaluation, and labor-related concerns. Served as the ex-officio member on faculty governance committees (e.g., University Senate Faculty Standards Committee). Played a key role on the university's collective bargaining negotiation team, ensuring compliance with collective bargaining agreement and fostering equitable, transparent, and collaborative labor relations across the institution. Represented the Provost's Office on Human Resources committees, including workforce planning, faculty lifecycle, and initiatives supporting fair and inclusive practices.
- *Academic Policy and Compliance:* Provided strategic leadership in academic policy development and compliance by authoring, revising, and implementing university-wide policies and guidance documents in collaboration with institutional leaders and shared governance bodies. Oversaw the faculty consulting approval process, improving policy compliance and reporting accuracy. Developed policy implementation guidance to ensure clarity, transparency, and consistency across academic units. Led the creation of resources such as the policy on policies and protocols, guidelines for faculty workload assignments, procedures for faculty modified duties, ensuring alignment with accreditation standards, regulatory requirements, and university expectations. Facilitated regular and ad hoc audits, addressed compliance findings, and supported the university's adherence to state and federal regulations and accreditation standards, fostering a culture of operational excellence and equitable outcomes.
- *Academic Program Management and Oversight:* Created internal processes to guide program development, review, suspension, and discontinuation aligned with academic quality standards and regulatory requirements. Revised and streamlined the academic program review (APR) process and cycle, ensuring all programs consistently participate in the established 8-year evaluation process.

Developed and institutionalized university-wide academic program and curriculum guidance (e.g., APR Handbook, Self-Study Guidelines, Curriculum Hub website) enabling departments to produce complete, consistent, and accreditation-aligned submissions and reports. Provided consultation to faculty and academic leaders, enhancing quality and alignment with university and accreditation expectations.

- *Government Relations and Legislative Engagement:* Collaborated with the Office of Government Relations to proactively respond to legislative inquiries, draft policy briefs, and deliver testimony on academic issues affecting the university. Developed and implemented responsive strategies to higher education legislation, contributing to the drafting of legislative testimony and representing the university's interest in meetings with state lawmakers to advance key institutional priorities. Actively advocated for the university's mission by engaging with state and regional stakeholders, serving as the university's representative on the Governor's Workforce Council, the New England Board of Higher Education, Accelerate CT (a statewide education and workforce initiative), and the FEMA CT Higher Education Resilience Taskforce. Ensured that university priorities and academic interests were effectively communicated and strategically aligned with state objectives for economic development, workforce readiness, and institutional resilience.
- *Strategic, Cross-Functional Leadership*: Provided cross-functional leadership, collaborating with senior leaders to shape institutional priorities and drive transformative change, including serving on the UConn strategic planning and strategic enrollment management steering committees. Championed initiatives that bridged academic, administrative, and student support units, fostering alignment across diverse stakeholders, ensuring strategic goals translated into actionable outcomes. Leveraged expertise in organizational design and strategic alignment to facilitate data-informed decision-making, enhance institutional resilience, and advance university-wide objectives through collaborative, boundary-crossing leadership. Facilitated interdisciplinary program development by streamlining processes and eliminating organizational barriers, accelerating innovation and expanding academic opportunities across the university. As Vice Provost for Strategic Initiative: Led UConn's comprehensive and coordinated COVID-19 response, translating multidisciplinary workgroup and taskforce recommendations into actionable academic policies and operational protocols that ensured educational continuity and safeguarded the well-being of the campus community. Chaired the Academic Integrity Taskforce, guiding the university-wide adoption of revised academic integrity policy and procedures through effective engagement with faculty governance committees, resulting in strengthened standards, increased transparency, and enhanced support for students and faculty.

Dean, Neag School of Education, University of Connecticut, Storrs, CT. (2016-2021). (Provost, Mun Choi, June 2016–May 2017; Interim Provost Jeremy Teitelbaum, June 2017–April 2018; Provost, Craig Kennedy, April 2018–February 2019; Interim Provost, John Elliot, March 2019–May 2020; Provost Carl Lejuez, June 2020–February 2021). Member of Provost's leadership team responsible for providing strategic and operational leadership to advance the School's mission in research, teaching, and community engagement. Oversaw academic, administrative, and financial operations, promoted innovation and equity, and led internal and external advancement efforts.

Key Accomplishments and Leadership Impact as Dean

- *Academic Program Leadership:* Provided academic oversight for three departments (Curriculum & Instruction, Educational Leadership, and Educational Psychology) and five research centers (Behavioral Education & Research, Educational Policy Analysis, Postsecondary Education & Disabilities, and Renzulli Center for Creativity, Gifted Education & Talent Development, Reading and

Language Arts), supervising approximately 120 full-time faculty, 40 staff, temporary faculty, and research personnel.

- *National Ranking and Reputation.* Increased and maintained Neag School ranking among the Top 20 public graduate schools of education (U.S. News & World Report, 2016-2021) for five consecutive years. Support nationally ranked programs in Curriculum and Instruction, Educational Psychology, Elementary Education, Secondary Education, and Education Administration and Supervision.
- *Student Development and Success Initiatives*. Raised funds to increase student support through scholarship and educational programming. Redesigned and streamlined the scholarship application process. Established the school's inaugural Holmes Scholars Program (an AACTE Initiative) to support doctoral students entering the education professoriate. Advanced educator preparation across diverse fields, including K-12 teaching, educational leadership, school psychology, school counselors, and sport management.
- *Strategic Leadership and School Advancement.* Reconstituted Center for Educational Policy Analysis, a departmental unit, into the Center for Educational Policy Analysis, Research, and Evaluation (CEPARE), expanding its reach as a school-wide research center. Established the partnership with the Connecticut State Department of Education to facilitate CT COVID Education Resource Collaborative (CCERC), a statewide education research initiative. Maintained strong school visibility and strategic alignment within statewide planning and policy discussions, including advocating for the School's interests with legislators.
- *Fiscal and Resource Stewardship:* Oversaw approximately $18 million in education and general (E&G) funds, $34 million in endowed funds, and $17 million in new annual grant and contract awards, with $12 million in annual research expenditures. Secured over $12 million in new philanthropic gifts, surpassing the prior decade's total, to advance scholarships, research, and strategic initiatives. Effectively managed annual state budget rescissions of $1–$3 million, safeguarding core programs and personnel.
- *Faculty and Personnel Development.* Diversified faculty, staff, and student body through intentional recruitment, hiring, and support strategies. Launched the school's first formal faculty development and mentoring program, promoting retention and advancement. Resolved long-standing and emergent complex personnel matters with transparency and equity.
- *Global Engagement.* Expanded global learning opportunities and increased participation rates for faculty and students. Represented UConn in Universitas 21 (U21) Education Deans Group and promoted graduate student participation in U21's Forum for International Networking in Education (FINE).
- *Public Engagement and Community Impact.* Deepened partnerships with Connecticut's 33 Alliance School Districts, advancing equity and educational opportunity in the state's highest-risk communities. Elevated public scholarship by encouraging and increasing faculty contributions to national and regional media. Facilitated the launch of Vision to Learn – Connecticut, providing statewide access to free eye exams and glasses for all K-12 students in need.
- *Operational Excellence and Policy Development.* Streamlined administrative and research operations by clarifying roles, responsibilities, and organizational structures. Developed and executed inclusive, transparent policies that advanced fair and inclusive practices, strengthened accountability, and enhanced cross-unit collaboration.

Associate Dean of Academic Affairs and Research, College of Education, University of South Florida
Tampa, FL. 2014 –2016 (Dean Vasti Torres). Member of Dean's leadership team, driving the advancement of the College's strategic vision by championing collaborative leadership, optimizing operational efficiency, and prioritizing faculty excellence, graduate student achievement, research innovation, and academic distinction. Proactively bridged administrative units to strengthen the

College's academic reputation, streamlined core processes, and cultivated a culture of continuous improvement.

Associate Dean for Research. College of Education, University of South Florida, Tampa, FL. (2011–2016). (Dean Colleen Kennedy, 2011–2012; Interim Dean Harold Keller, 2012–2013; Dean Vasti Torres, 2013–2016). Member of Dean's leadership team, strategically guiding the College's research enterprise by advancing scholarly excellence, securing increased external funding, and cultivating innovative interdisciplinary and community-engaged research initiatives.

Key Accomplishments and Leadership Impact as Associate Dean.

- *Faculty Recruitment, Development, and Retention.* Led initiatives to recruit, retain, and promote a diverse and high-performing faculty. Oversaw the faculty review processes for annual, mid-tenure, tenure and promotion, and instructor career progression. Contributed to the Dean's determination for tenure and promotion cases. Launched and managed a faculty mentoring program that fostered professional growth and retention. Addressed personnel matters with transparency, equity, and adherence to policy.
- *Graduate Student Success.* Directed programs and services that enhanced graduate education. Served as the College's liaison to the Office of Graduate Studies to ensure policy alignment and advocacy for graduate education priorities. Oversaw the College's Office of Graduate Student Support, delivering programs, services, and resources that enhance graduate student retention and success.
- *Accreditation and Academic Program Review.* Guided the College's accreditation processes and Board of Governors reporting standards, overseeing faculty credentialling and collaborating with Office of Institutional Effectiveness to maintain academic excellence. Coordinated comprehensive academic program and research center reviews for continuous improvement.
- *Research Enterprise Oversight.* Managed the Office of Research, ensuring compliance with federal, state, and institutional policies. Supervised the college-level certified research administrators, enhancing pre- and post-award administration by improving submission process, awards managements, resulting in greater faculty support and satisfaction with provided services. Promoted responsible conduct of research and strategic growth of the College's research portfolio. Partnered with the Development Office to align faculty research priorities with philanthropic opportunities and external gifts. Enhanced the college's internal peer-review system to improve the quality and competitiveness of grant proposals.
- *Faculty Research Development.* Mentored and advised faculty at all career stages, driving increases in grant submissions, award rates, and first-time principal investigators. Led and facilitated professional development on grant writing, grant budget development, funding agency expectations, and interdisciplinary collaboration. Promoted and enabled interdisciplinary research within the College, across university units, and with external partners. Established and nurtured collaborations with school districts, nonprofits, industry, and other external partners. Oversaw the development of MOUs and MOAs for funded research and promoted community-engaged scholarship to broaden the College's impact.
- *Strategic Communication and Collaboration.* Synthesized and reported data on research, graduate education, and strategic initiatives to inform decision-making. Analyzed and reported on the College's research and community engagement activities, including grants and awards, faculty publications, and strategic benchmarks. Collaborated with the Communications Director to promote faculty scholarship and increase its visibility through digital platforms, press releases, and public events.

- *Faculty Governance Engagement*. Served as ex-officio member of the College's Faculty Policy Council and the Graduate Program Committees, aligning governance and administrative priorities to support academic objectives.
- *Facilities and Asset Management*. Supervised the Building Manager and addressed facilities and asset management needs, ensuring a safe and effective learning and research environment.
- *Operational Excellence and Reorganization.* Supported the College's successful reorganization from eight to three departments (2014-2015), collaborating with university offices to update university systems (e.g., course mapping, reporting structures, and data systems) to enhance academic integration and operational efficiency.

Endowed Chair in Education Innovation and Director, David C. Anchin Center for the Advancement of Teaching. College of Education, University of South Florida, Tampa, FL (Interim Director 2011–2013, Director, 2013–2014) (Dean Colleen Kennedy, 2011–2012; Interim Dean Harold Keller, 2012–2013; Dean Vasti Torres, 2013–2014). Provided strategic direction for a college-wide center dedicated to educational innovation and applied educational research in teacher education, leadership development, and program evaluation. Advanced interdisciplinary collaborations and established robust K-20 partnerships, driving evidence-based improvements in teacher education, leadership development, and program evaluation across local, state, and national arenas.

Key Accomplishments and Leadership Impact as Center Director

- *Interdisciplinary Research and Community Engagement*. Spearheaded the design and launched educational programs and research initiatives by fostering collaborative partnerships with faculty, school districts, state agencies, and industry partners. Successfully implemented research-informed models of teacher and school leader professional development and assessment in partnership with the state department and K-12 systems, resulting in measurable enhancements to educational practice and policy. Led interdisciplinary research teams that secured external grant funding, produced applied research publications, and shaped educational policy and practice. Organized and co-sponsored convenings and symposia focused on critical issues in education and educational equity, amplifying the Center's visibility and impact.
- *Fiscal Management and Resource Development*. Managed a diversified funding portfolio, encompassing approximately $12-15 million in endowed and grants and contract funds, with approximately $6 million in annual expenditures. Oversaw auxiliary and program-generated revenue streams, managing annual income between $100,000 and $250,000 annually, and administered research initiative accounts in alignment with strategic priorities to support mission-driven activities. Implemented proactive budgeting, compliance protocols, and comprehensive long-term financial planning to ensure sustained financial health and growth.
- *Personnel Leadership and Organizational Management*. Led and managed a diverse team of approximately 20 full-time Center staff, including professional personnel, administrative support staff, and graduate assistants. Provided oversight for more than 100 affiliated faculty, education consultants, and project staff. Cultivated a high-performing, inclusive workplace culture that empowered collaborative research and advanced the Center's mission-driven programs.
- *Donor and Stakeholder Engagement*. Strengthened donor stewardship by deepening engagement with the Anchin Family and others, resulting in continued support for Center programming and activities. Cultivated relationships with external stakeholders through strategic public events and outreach initiatives, broadening the Center's reach and impact.

Associate Chair, Department of Secondary Education, University of South Florida, Tampa, FL. 2010–2011. (Department Head, Stephen Thornton). Provided strategic and operational leadership for

multidisciplinary programs in English, Instructional Technology, Foreign Language, Mathematics, Science, and Social Studies Education. Oversaw curriculum development, academic operations, assessment and accreditation efforts, and faculty support across a large academic staff.

Key Accomplishments and Leadership Impact as Associate Chair

- Directed the implementation of undergraduate and graduate programs, leading program development, review, and implementation in collaborations with faculty and academic staff.
- Supervised academic services team, overseeing student admission, advising, enrollment management, and budget coordination to support departmental success.
- Designed and coordinated the department's summer instructional program informed by enrollment trends and instructional capacity to optimize student outcomes.
- Collaborated with the Department Chair and Associate Deans to resolve academic and administrative challenges, enhancing program quality and driving student success.
- Supported institutional and disciplinary accreditation (e.g., SACS, NCATE) by managing external program review processes and contributing to comprehensive assessment reporting and regulatory compliance.
- Developed faculty teaching assignments and collaborated on workload distribution, personnel matters, and departmental policy improvements.
- Facilitated and supported the work of departmental standing and ad hoc committees to advance departmental goals and priorities.

Coordinator of USF Undergraduate Education & Chair of the General Education Council, University of South Florida, 2006–2010. (Robert Sullins, Dean of Undergraduate Education). Oversaw institution-wide initiatives in undergraduate curriculum development, assessment, and student success.

Key accomplishments and Leadership Impact as Coordinator of Undergraduate Education

- Directed the comprehensive review, certification, and launch of the Foundations of Knowledge and Learning Core Curriculum (the newly approved general education curriculum at the time), collaborating with cross-functional leaders to ensure alignment with institutional standards.
- Chaired the General Education Council (GEC), leading the comprehensive review and approval of courses for the *Core Curriculum*. Directed the successful certification and launch of all required courses for the FKL Core Curriculum in Fall 2010.
- Collaborated with the Associate Dean and Director of Quality Enhancement and the Director of Institutional Effectiveness, ensuring alignment of assessment and quality initiatives with institutional standards.
- Co-managed the distribution of approximately $2.5 million in capacity enhancement funds to support high-impact course redesign across multiple colleges, driving resource allocation for measurable improvements in student outcomes and general education program quality.

Professor, Mathematics Education, Department of 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.

Designed and taught mathematics education courses at undergraduate, master's, and doctoral levels, while advising and mentoring students and overseeing both doctoral dissertations and undergraduate

research projects. Secured external fundings, conducted research and service programs, and disseminated results via peer-reviewed publications and professional conferences. Demonstrated commitment to academic leadership by contributing activity to departmental, college, and university committees.

Mathematics Education Instructor, Mathematics Department**,** Illinois State University**,** 1997-1998. Taught undergraduate mathematics education courses.

Project Team Member/Graduate Assistant, Peoria Urban Math Plan (PUMP) Algebra Project, Mathematics Department, Illinois State University, 1995–1998. Supported the implementation of this NSF funded project. Refer to the Grants section for more information.

High School Mathematics Teacher, Miami Dade County Public Schools, Miami, FL, 1990–1995. South Miami Sr. High (1990–1991 & 1992–1995) and Homestead Senior High (1991–1992). Taught high school mathematics courses for the general, low-achieving, and gifted student populations.

Adjunct Mathematics Instructor, Miami Dade Community College (currently Miami Dade College), Miami, Florida, 1992–1995. Taught developmental mathematics and test preparation courses for community college students.

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 pre-sale efforts by delivering product demonstrations and responding to client inquiries. Coordinated logistics and operations for customer training sessions and other initiatives.

OTHER LEADERSHIP ROLES

Project Leadership and Management

Principal or Co-Principal Investigator. Secured over $30 million in federal, state, and private support for research, service, and professional development projects. Cultivated cross-institutional partnerships with colleges, universities, and school districts, educational consortia, and stakeholders to design and implement high-impact initiatives. Provided strategic leadership to align project teams and partners toward shared goals; established systems to ensure fidelity of implementation. Managed complex human and fiscal resources, including oversight of core projects and subcontracts with internal and external collaborators. Hired and supervised multidisciplinary personnel, including faculty, graduate students, instructors, consultants, and support staff. Directed project activities, including data collection, analysis, and dissemination of findings through publications and presentations. Developed and implemented team procedures to support effective collaboration, problem-solving, and conflict resolution.

Elected Leadership Positions in Professional Organizations

Member (Elected), Board of Directors, American Association of Colleges for Teacher Education, 2021–2024.

Member (Elected), Executive Committee, Council of Academic Deans from Research Education Institutions, 2018–2021.

Member (Elected), Board of Directors, National Council of Teachers of Mathematics, the professional organization for mathematics teachers, teacher educators, and leaders, 2012–2015.

Member-at-Large (Elected), Association of Mathematics Teacher Education, the professional organization for university-level 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 strategic leadership to advance the organization's mission and ensure alignment with its constitution, bylaws and policies. Engaged in board meetings, led discussions, and participated in governance decisions, including voting on motions and policy matters. Served as liaison between the Board and assigned committees, ensuring two-way communication and alignment with organizational goals. Oversaw the organization's general affairs and monitored expenditures to ensure fiscal responsibility. Represented the organization to external stakeholders and contributed to long-term strategic planning and membership engagement.

State and Regional Board Memberships

Member (Elected), Board of Directors, ReadyCT, 9/2023–Present. (Member, Innovation Committee, 2024–Present). Workforce development and educational policy organization, supporting college and career readiness in Connecticut.

Member (Elected), Board of Trustee, Connecticut Science Center, Hartford, CT. 2017–Present. (Committee memberships: Executive Committee, Visitor and Program Committee). Support STEM education initiatives and public engagement in science and innovation across the state.

Member Board of Delegates, New England Board of Higher Education, 4/2023 - 12/2025. (Appointed by Connecticut Speaker of the House, Connecticut as UConn's representative). Multistate compact promoting higher education affordability and innovation across New England.

Leadership Development Participation

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, 6/18-30/2017.

Council of Academic Deans from Research Education Institutions – New Deans Institute. Stowe, VT: 9/27/15 and Palm Spring, CA: 10/16/17.

USF System Professional Development in Higher Education Leadership, University of South Florida, Tampa, FL, AY2015-2016.

Development Concepts and Skills for Academic Leaders, University of South Florida, Summer 2014

III. PUBLICATIONS

(* denotes graduate student and ** denotes postdoctoral scholar when 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

- 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). i*Ready Classroom Mathematics* (K-8 curriculum textbooks). North Billerica, MA: Curriculum Associates

- Ed Reports Summary of Alignment and Usability: I-Ready Classroom Mathematics. https://www.edreports.org/reports/math?search=i%20Ready%20Classroom%20Mathematics
    - Meets Expectations: 2020, 2021, & 2024

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

- KEH Communications (2018), *EdReports.org Evaluates Curriculum Associates' Ready® Mathematics as the Highest-Rated K–8 Mathematics Program* (https://www.techlearning.com/the-wire/edreports-org-evaluates-curriculum-associates-ready-mathematics-as-the-highest-rated-k-8-mathematics-program (Meets Expectations)
- Ed Reports Summary of Alignment and Usability: Ready Mathematics (2018)
    - https://edreports.org/reports/overview/ahJzfmVkcmVwb3J0cy0yMDY2MThyGwsSCVB1Ymxpc2hlchgrDAsSBlNlcmllcxhMDA (Meets Expectations)

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. (2012). *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) (pp. 33-58).* 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, J. 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 J. B. Williams (Ed.), *Professional collaboration in mathematics teaching and learning: Seeking success for all (pp. 259-270)*. 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 J. B. Williams (Ed.), *Professional collaboration in mathematics teaching and learning: Seeking success for all (pp. 229-241)*. 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* (pp. 277-292). Hershey, PA: IGI Global

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National Council of Teachers of Mathematics (2013, October). *Teaching Mathematics to English Language Learners* (Position Statement written by Gladis Kersaint). Available at http://www.nctm.org/about/content.aspx?id=16135

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Commissioned Manuscripts

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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.

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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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Strutchens, M. E., Erickson, D., Sears, R., & Zelkowski, J. (2020). Clinical Experiences for Secondary Mathematics Teacher Candidates (Chapter 7). In W. G. Martin, B. R. Lawler, A. E. Lischka & W. Smith (Eds.) *The Mathematics Teacher Education Partnership: The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation (pp. 179-198),* Information Age Publishing.

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 in Mathematics (5-9) and Science (5-9), which collaboratively developed by USF education, mathematics, science, and engineering faculty, in partnership with Hillsborough County School District personnel. Funding commitment made by the Helios Education Foundation in February 2013.

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

Helios STEM Middle School Residency Program: Transforming STEM Teacher Preparation for the Transition Years (Planning Effort) (Project Lead). Secured philanthropic support to lead planning and development of two new teacher education programs in Middle Grades Mathematics (5-9) and Science (5-9). Funding supported cross-disciplinary collaboration and curriculum designed with district and state need. Funding commitment was made by the Helios Education Foundation in October 2011.

V. GRANTS SECURED

Federally Funded Grants

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).

Provided stipends and leadership development to 20 effective mathematics and science teachers from Connecticut's 33 Alliance School Districts, the state's lowest-performing school systems. The initiative supported teachers in becoming effective instructional leaders through intensive

professional learning and mentoring. 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-PIs: Ellen Puccia, Beta Research & Chrystal Smith, UConn-Anthropology).

Conducted a multi-institutional qualitative study to investigate how the experiences of African American students during their first two years of undergraduate engineering programs at three predominantly white institutions (PWIs) influenced their persistence and degree attainment. Funded by NSF EHR Core (#2000769) for $499,987. (9/1/2020–8/31/2023, extension through 5/2/2024).

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, USF Morsani College of Medicine; Reginald Lee & George MacDonald, USF Center for Research Evaluation, Assessment, and Measurement; Chrystal A. Smith, Anthropology; John Skorvetz, Sociology).

Investigated the influence of social capital and cultural models of engineering success on retention and degree attainment of women and underrepresented minorities in engineering. Explored how the interactions between social networks and cultural perceptions of success shapes educational outcomes. Funded by NSF HRD (#1432297) for $1,140,983. (8/1/14–7/31/18, extension through 7/31/2020).

Effects of STEM/ICT Aspirants' High School Experiences on STEM and ICT Course Taking. Principal Investigator (PI: Kathryn Borman: Co-PI: Jeff Kromrey, Educational Measurement and Evaluation).

Led a three-year, longitudinal, mixed-method study examining the high school STEM and ICT course-taking patterns of students who expressed STEM/ICT career interest during eighth-grade planning. Investigated how early career interests influence academic pathways and long-term engagement in STEM fields. Funded by NSF DRL (ITEST - # 1139510) for $899,987. (6/15/12–7/31/15, extension through 11/30/15).

Tampa Bay Robert Noyce Master Teacher Fellows (MTF) Program. Principal Investigator (co-PIs: Robert Potter, Chemistry; Diane Yendol-Hoppey, Teacher Education & Leadership; Larry Plank, Director of STEM, Hillsborough County Public Schools).

Directed an initiative providing stipends and intensive professional development to 20 accomplished mathematics and science teachers, preparing them to serve as instructional leaders within their schools and the school district. 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).

Led an initiative that provided scholarships to 31 STEM professionals to support their transition into teaching through the Master of Arts in Teaching program in Secondary (grades 6-12) mathematics or science. The program expanded the pipeline of highly qualified STEM educators for secondary schools. 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). Funded by NSF DRK12 (#0821996) for $782,668. (9/11/08 – 3/11/11)

Investigated the nature and processes of collaboration between mathematicians and mathematics teacher educators involved in the preparation of secondary mathematics teachers, with the goal of identifying effective practices and informing program design. Funded by NSF DUE (#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).

Co-led a recruitment and support initiative aimed at increasing the representation and success of students from underrepresented groups in computational science majors. The project provided targeted outreach, academic support, and mentoring to promote retention and degree attainment. 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).

Co-lead a three-year, mixed-methods evaluation of NSF's Urban Systemic Initiative across multiple urban school districts in four cities (Chicago, El Paso, Memphis, & Miami) analyzing the effectiveness of the six-driver STEM reform model (policy, curriculum, professional development, stakeholder engagement, resource alignment, and student outcomes) in mathematics and science education reform in high-poverty urban settings. Funded by NSF (#9874246) for $1,240,732. (1/1/99–6/30/02).

Federal Flow-Through Grants

Understanding Resignations of Science, Mathematics, and Reading Teachers (UR-SMART), Co-Principal Investigator (PI: Gerry Meisels, Chemistry; Co-PI: Jennifer Lewis, Chemistry).

Co-led a research study examining factors influencing teacher retention or resignation. Funded by Multi-University Reading, Mathematics, and Science Initiative (MURMSI) grant awarded to the FSU Learning Systems Institute by the USDOE Institute of Education Sciences (#U215K040242) for $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).

Led statewide STEM education reform initiative involving four universities (FIU, FSU, USF, UF), four large school districts (Duval, Hillsborough, Miami-Dade, & Seminole) and 36 small and rural school districts represented by regional consortia (Heartland, Northeast Florida, & Panhandle Area). STEM faculty and educators co-developed professional development materials aligned with Florida's Next Generation Sunshine State Standards and distributed materials to all 67 school districts, which was used by 30,000+ teachers. Delivered eight intensive, two-week mathematics and science summer institutes (4-math, 4 science), engaging ~2,000 educators across 26 sessions (2009-2010). Investigated effective models of collaboration among STEM faculty, education faculty, and STEM teachers to support sustained professional learning and instructional change. Funded by the Florida Department of Education across three distinct awards (Project #: 291-2358A-8CM01) for $21,972,135. [Y1: $5,900,000.00 (11/2007–12/2008); Y2: $8,242,622.00 (09/2008– 2/2009); Y3: $7,829,513.00 (09/2009–12/2010)].

Achievement through Content Expertise (ACE), Principal Investigator. (Co-PI; Lynn Fell, HCPS Grant Administrator).

Led a district wide mathematics professional development initiative, co-designed and co-delivered with mathematicians and mathematics educators, providing content-rich training to approximately 1,000 teachers to improve instructional expertise and student learning outcomes. Funded for $1,284,500 by the Florida Department of Education. The School District of Hillsborough County was the fiscal agent as required by the grant RFP, with a subcontract of $211,731 to USF, Spring 2007–Fall 2007).

Mathematics and Science Teacher Recruitment and Support (MASTERS), Co-Principal Investigator (PI: Gerry Meisels, Chemistry; Co-PIs: Robert Potter, Chemistry; Barbara Anderson, Hillsborough County Public School; Judith Lombano, Museum of Science and Industry).

Co-lead an initiative focused on the recruitment, preparation, support, and retention of alternatively certified teachers. Funded by Florida Depart of Education (#291-2335A-SCP01) for $1,042,994. (Fall 2005–Spring 2006).

Mathematics/Science Professional Development, Co-Principal Investigator (PI: Sandi Schichtling, USF Coalition for Science Literacy).

Co-led a regional initiative to provide content-focused professional development for K-12 teachers of mathematics in Florida's Region 4. Funded by the University of Central Florida across two distinct awards for $1,016,248 [Y1: $508, 149 (1/2002–6/2022); Y2: $508,149. (1/2003–6/2003).

State-funded Grants

Summary: Improving Middle School Math, Florida Department of Education, Co-Principal Investigator (PI: Denisse R. Thompson).

Co-led an initiative to produce and widely disseminate a summary of the comprehensive 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 (PI: Denisse R. Thompson).

Co-directed a statewide initiative to develop an action plan for improving middle-grades mathematics in Florida. The project synthesized research literature, best practices, state data, and input from regional focus groups to identify core components of effective middle school mathematics programs and analyze systemic barriers and propose evidence-based solutions. Produced a comprehensive report and action plan disseminated to school, district, state, and legislative policymakers to inform systemic reform and policy development. Funded by the Florida Department of Education for $20,000. (1999).

University-funded Grants

Mathematics in the Middle Grades: Focusing on Instruction, Principal Investigator. Funded by USF's Division of Sponsored Research for $6,000 to support a school-based project. (1999).

Mathematics Teaching of At-Risk Youth (MaTARY), Principal Investigator. Funded by the USF's Institute on Black Life for $3000 to support a school-based project. (1999).

VI. OTHER GRANT ACTIVITY

Systemic Transformation of Evidence-based Education Reform (STEER), Implementation Team Member, 2015–2016, (PI: Gerry Meisels, Chemistry; Co-PIs: Jennifer Lewis, Chemistry; James Wysong, HCC; Peter Stiling, Biology; Robert Potter, Chemistry).

Collaborated on a cross-institutional initiative (USF and Hillsborough Community College) to transform the culture of STEM departments by promoting the adoption of evidence-based teaching practices among faculty and graduate students. Supported faculty development through training, structured teaching assignments, and institutional support systems. Designed to boost retention and success among STEM majors from underrepresented groups and to prepare graduate students for teaching careers. Funded by NSF DUE (#1525574) for $2,975,896.00 (8/15/15–8/31/20).

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).

Participated in a planning initiative to design a comprehensive intervention aimed at improving instruction in STEM gateway courses and associated labs through the adoption of evidence-based teaching practices. This project established the foundation for institutional reforms to enhance student learning, retention, and success in foundational STEM coursework. 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).

Implemented content modules in data analysis, probability, and geometry across partner institutions to enhance mathematics instruction. Conducted research on prospective teachers' beliefs and use of technology in mathematics learning, informing best practices in teacher preparation and technology integration. 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, the Museum of Science and Industry (MOSI).

Served on the steering committee of a three-year collaborative initiative to recruit, train, and retain high-quality mathematics and science teachers. Funded by US DOE Mathematics and Science Partnership Program and awarded by the Florida Department of Education for $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.

Collaborated with 7th and 8th-grade mathematics teachers and students at Franklin Middle School. Planned and facilitated in-service workshops for mathematics teachers. Conducted bi-monthly classroom visits for observations, instructional consultations, and co-teaching. Engaged in school-based research to inform best practices in mathematics teaching and professional development. Funded by the USDOE for approximately $2,000,000. Matching Dollars of approximately $2 million from the Children's Board of Hillsborough County. (1999–2004.)

Impact Project. Grant partner (PI: Joe Garafalo, University of Virginia).
Partnered 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 instruction for use in teacher education programs. Contributed to the design of instructional materials that support teachers in effectively incorporating technology in mathematics teaching and learning. Funded by a gift from an anonymous private foundation (1999–2001).

Preparing Tomorrow's Teachers to Use Technology. Grant Partner (PI: Joe Garafalo, University of Virginia; Other partners: Ann Barron, Instructional Technology and Michael Berson, Social Studies, USF).
Led an initiative to integrate technology into teacher education coursework, enhancing preservice teachers' ability to effectively use technology in mathematic instruction. Developed and implemented strategies to align technology use with best practices in pedagogy and mathematics teaching. Funded by a USDOE grant (subcontract $133,000 for 3 years). (1999–2001).

Peoria Urban Mathematics Plan (PUMP) Algebra Project, Project Staff/Graduate Assistant (PI: Jane Swafford; Co-PI: Carol Thornton).
Supported the implementation of a districtwide mathematics reform initiative aimed at improving mathematics instruction to increase minority student participation in advanced algebra pathways in middle and high schools (50% of the students were African American). Developed and delivered professional development workshops and summer institutes focused on mathematics content and pedagogy. Conducted weekly classroom visits to deliver demonstration lessons in participants classrooms to model effective instructional practices and support teachers through coaching and co-planning. Collected and analyzed project data on middle-grade students' proportional reasoning and algebraic thinking through interviews and classroom observations and co-authored reports to inform ongoing program improvement. Funded by the NSF DRL (#9454356) for $740,480. (1/1/95 – 12/31/1999).

VII. PRESENTATIONS

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

<u>International</u>

Campbell-Montalvo, R., Kersaint, G., Smith, C. A. S., Puccia, E., Skvoretz, J., Wao, H. & Martin, J. P. (2024, July). Talking About Staying: How People and their Advice Keep Engineering Undergraduates in the Field. *Network Gender and STEM 2024 Conference*, Heidelberg, Germany.

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

Kersaint, G. (2024, September). Accessing and Assessing Emerging Bilinguals Mathematical Knowledge. National Council of Teachers of Mathematics, Chicago, IL.

Kersaint, G. (2023) Building an alliance of math leaders rooted in excellence and equity. *2023 Noyce Summit,* Transforming Teacher Preparation and Retention: A Focus on Equity, Research, and Innovative Strategies (Poster Session), Washington, D.C.

Campbell-Montalvo**, R. (Chair), Kersaint, G., Smith, C. S., Puccia E., Martin, J., Wao, H., Skvoretz, J., MacDonald, G. & Lee, R. (2021, April).). *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 panel). American Educational Research Association (Virtual Conference).

Skvoretz, J., Kersaint, G., Smith, C. S., Campbell-Montalvo**, R. (Chair), E. Puccia, H. Wao, J. Martin, R. Lee, G. MacDonald. (2021, April). *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 panel). American Educational Research Association, Virtual Conference.

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).). *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 Conference.

Puccia, E., Martin, J., Smith, C. S., Kersaint, G., Campbell-Montalvo**,** R**.** (Chair), Wao, H., Lee, R., Skvoretz, J., & MacDonald, G. (2021, April). *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 Conference.

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 Professional Development Virtual Series due to the conference cancellation.)

Puccia, E. (Co-chair), Smith, C.S., Campbell-Montalvo**,** R. (Co-chair), & Kersaint, G. (2019, March). (Panel Presentation). *How Universities Can Support Women and Underrepresented Minority Engineering Students: Applications of Interviews with Undergraduates*. 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, Tucson, 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*. U.S. News STEM Solutions: The National Leadership Conference, San Diego, CA.

Kersaint, G., Smith, C. S., 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. S. 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. S., & Wao, H., & Martin, J. P., & MacDonald, G. T., & Lee, R. S., & Kersaint, G. (2015, June), *Designing a Survey for Engineering Undergraduates Using Free Listing: An Anthropological Structured Technique.* ASEE Annual Conference & Exposition, Seattle, Washington. DOI: 10.18260/p.23814

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. 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 Presentation). Association of Public Land-grant Universities – Science and Mathematics Teacher Imperative (SMTI) 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, Milwaukee, WI.

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

Kersaint, G., Sears, R., & Krajčevski, 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, Symposium on Excellence in Middle-Level Teacher Preparation, Minneapolis, MN.

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

Kersaint, G., & Sears, R. (2013, June). *A collaborative effort to develop a middle school teacher preparation program.* Association of Public Land-grant Universities (APLU) – Science and Mathematics Teacher Imperative (SMTI) Mathematics Teacher Education Partnership Conference. St. Louis, MO.

Kersaint, G. (2013, April). *Classroom Discourse: Strategies for Engaging ELLs [English Language Learners]*. National Council of Teachers of Mathematics. 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., 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., Ritzhaupt, 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). (Research pre-session). *Team-teaching experiences of a mathematician and a math teacher educator.* 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, OH.

Bleiler*, S., Kersaint, G., & Krajčevski, 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., & Krajčevski, M. (2010, June). *A collaborative effort between a mathematician and a mathematics teacher educator to enhance the mathematics preparation of teachers.* Associate of Public Land-grant Universities (APLU) – Science Mathematics Teacher Imperative 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, 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. NSF Math and Science Partnership (MSP) Learning Network Conference, 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 on 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, 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). *Master 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) *Mathematics Teacher Recruitment* (Poster). 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*. 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*. NSF 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 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, 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. (2025, November). Misconceptions squared: Number and fraction concepts. California Mathematics Council – South, Palm Springs, CA.

Kersaint, G. (2024, November). Shaping understandings: The hierarchy of two-dimensional figures. California Mathematics Council – South, Palm Springs, CA.

Kersaint, G. (2022, November). Designing Inclusive, Discourse-Rich Math Learning Environments. California Mathematics Council – South, Palm Springs, CA.

Kersaint, G. (2022, September). (Keynote) *Productive Math Conversations – Getting Students Talking.* Arizona Association of Teachers of Mathematics, Phoenix, AZ.

Kersaint, G. (2022, September). *Using the Try-Discuss-Connect Routine to Activate Math Learning.* Arizona Association of Teachers of Mathematics, Phoenix, AZ.

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). *Inclusive Mathematics Instruction.* WA Association for Supervision and Curriculum Development (ASCD), Virtual Conference.

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, NY.

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.

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.

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

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

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, Tampa, FL.

Kersaint, G., & Berger, S. (2009, October). *Developing mathematics strategies using string.* Florida Council of Teachers of Mathematics, 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, Orlando, FL.

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

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

Kersaint*, 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 Graphing Calculator*, 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 Presentations</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

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, School District of Hillsborough County MASTERS Grant. Tampa, FL. 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, Tampa, FL. July 14–16, 2004 & July 14–17, 2003.

School District Mathematics Professional Development

- *Unpacking the Next Generation Sunshine State Standards for Middle School Mathematics* Teachers. School District of Sumter County, January 5, 2010.
- *Unpacking the Next Generation Sunshine State Standards for K-8 Mathematics Teachers*. School District of Pinellas County, June 5, 2009.
- *Proportional Reasoning*, School District of Collier County, June 2–5, 2003.
- *Proportional Reasoning*, School District of Pasco County, June 23–26, 2003.
- *Algebraic Thinking*, School District of Hillsborough County, July 21–24, 2003.
- *Proportional Reasoning*, School District of Polk County, June 3–7, 2002.
- *Geometry*, School District of Hillsborough County, June 10–14, 2002.
- *Proportional Reasoning*, School District of Pinellas County, June 17–21, 2002.
- *Using Manipulatives to Help Kids Learn Mathematics*, School District of Lee County, July 23–27, 2001.
- *Proportional Reasoning*, Hillsborough County Public Schools, July 16–20, 2001.
- *Proportional Reasoning*, School District of Polk County, June 4–8, 2001.
- *Using Manipulatives to Help Kids Learn Mathematics*, School District of Lee County, July 10–14, 2000.
- *Numbers and Operations,* School District of Polk County (Elementary Mathematics Summer Institute), May 22–26, 2000.
- *Creating Numeric Problem Solvers*, School District of Lee County. 2/24/00; 3/9/00; 4/6/00; 12/1/99).
- *Innovative Ways to Teach Elementary Mathematics*, School District of Lee County. July 26–August 4, 1999.

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

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.): IGI Global.

Co-Editor, Contemporary Issues in Technology in Teacher Education – Mathematics (2002-2005) [Issues 2(2) – 5(4)]. 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*, Dimensions in Mathematics*, the journal of the Florida Council of Teachers of Mathematics, 2003.

Editorial Panel Member*, Mathematics Teacher Educator*, 2011–2015. A refereed journal of the Association of Mathematics Teacher Educators and the National Council of Teachers of Mathematics,

Column Editor*, Mathematics Teaching in the Middle School*, a refereed journal of the National Council of Teachers of Mathematics

- "Thinking of Students," 2001–2005.
- "Food for Thought," 2001–2005.

Editorial Board Member*, Review of Education Research*, 1999–2002. A refereed journal of the American Educational Research Association

Editorial Board Member, Teaching Children Mathematics, 2005–2008 (Chair, 2007–2008). A refereed journal of the National Council of Teachers of Mathematics

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
- *Teaching and Teacher Education*
- *Teacher Development*

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

Member-at-Large (Elected), Board of Directors, American Associate of Colleges for Teacher Education, 3/2021–2/2024.

Proposal Review Panel Member or Proposal Reviewer, National Science Foundation (2019, 2018, 2017, 2014, 2013, 2011, 2010, 2008, 2005, 2003).

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

Member-at-Large (Elected), Executive Committee, Council of Academic Deans from Research Education Institutions, 2/2018–2/2021.

Search Advisory Group Member, NSF Assistant Director for Education and Human Resources, 2017–2018.

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).

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, Summer 2013–Fall 2014.

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

Reviewer, APLU's [Association of Public Land-grant Universities] 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, Tucson, 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.

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.

Regional

Member, Board of Delegates, New England Board of Higher Education, 2023–2025.

External Evaluator, New England Commission on Higher Education (2019, 2022, & 2023.

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 worked with its partners to market the Tampa Bay region nationally and internationally, conducted regional research, and coordinated efforts to influence business and governmental issues that impact economic growth and development.

State Level

Connecticut

Member [President's Designee], Governor's Workforce Council, 2021–2025.

- Member, Improving Teaching and Learning subcommittee

Member, Accelerate CT, 2021–2023.

Member, FEMA CT Higher Education Resilience Taskforce, 2021–2023.

- Member, Workgroup on K-12

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

Connecticut Science Center

- Secretary, Board of Trustees, 2022–2023.
- Member, Board of Trustees, Connecticut Science Center, 2017–2020, 2020–2023, 2023–Present.
- Member, Programs and Visitor Experience committee, Connecticut Science Center, 2017–Present. (Chair, Program Committee, 2023–Present.
- Steering Committee Member, Women in Science at the Connecticut Science Center, Member 2019–2025.

Member (Legislatively Appointed), State Board of Education - 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 2012–2014.

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.
- 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: 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.
- Key Validator, Florida Teacher Certification Exam: General Knowledge Test, December 2008.

- Key Validator, Florida Teacher Certification Exam: Middle Grades Mathematics 5-9, November 2008.

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

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

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

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

- Key Validator, Florida Teacher Certification Exam: Middle Grades Mathematics 5-9, November 2007.
- Item Reviewer, Florida Teacher Certification Exam: Middle Grades Mathematics 5-9, September 2007.
- Key Validator, Florida Teacher Certification Exam: Middle Grades Mathematics 5-9, January 2007.
- 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.
- 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 member, Florida Teacher Certification Exam: Middle Grades 5 – 9, July 2005.
- Member, Florida Comprehensive Assessment Test: Item Content Review Committee, November 2004.
- Item Reviewer, Florida Teacher Certification Exam: Mathematics 6-12, November 2004.
- Member, Florida Comprehensive Assessment Test: Bias & Sensitivity Committee, October 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.
- Sample Item Review, Florida Teacher Certification Exam: Middle Grades Integrated Curriculum, December 2002.
- Committee Member, Florida Teacher Certification Exam: Middle Grades Mathematics 5-9 Transitional Passing Score, December 2002.
- Development Committee, Florida Teacher Certification Exam: Mathematics 6-12, September 2002

- Literature Review Developer, Florida Teacher Certification Exam: Mathematics 5-9, July–September 2002.
- Specification Validation Committee, Florida Teacher Certification Exam: Middle Grades Integrated Curriculum, July 2002.
- Steering Committee, Florida Teacher Certification Exam: Middle Grades Integrated Curriculum, February 2002.
- Development Committee, Florida Teacher Certification Exam: Middle Grades Integrated Curriculum, January 2002.
- Literature Review, Florida Teacher Certification Exam: Middle Grades Integrated Curriculum, November 2001–January 2002.
- Specification/Item Matching Committee member, Florida Teacher Competency Exam (FTCE) General Knowledge Mathematics Subtest of the General Knowledge Examination, November 2001.
- Test Validation Committee, Florida Teacher Competency Exam (FTCE) General Knowledge Mathematics Subtest of the General Knowledge Examination, October 2001.
- Validation Study member, Florida Teacher Certification Competencies and Skills – Mathematics subtest of the General Knowledge Exam, September 2001.
- Key Validator, Florida Teacher Certification Exam: Middle Grades Mathematics 5-9, August 2001.
- Test Validation Committee Member, Florida Teacher Competency Exam (FTCE) General Knowledge Mathematics Subtest of the General Knowledge Examination, June 2001.

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

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

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

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

President, Florida Association of Mathematics Teacher Educators (FAMTE) (formerly Florida Association of Mathematics Educators (FAME) 2002–2004, 2004–2006. Accomplishments included: Reconstituting FAME as FAMTE 2004, increasing alignment with the national organization, AMTE; 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.

Board Member, Florida Council of Teachers of Mathematics, 2003–2005.

Consultant, Sunshine State Standards Midterm 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).

University Level

University of Connecticut

- Steering Committee Member, Strategic Enrollment Management Committee, 2024–2025.
- Ex Officio Member, University Senate: Faculty Standards Committee, 2023–2025.
- Steering Committee Member, Strategic Planning Committee, 2022-2024
- Co-chair, Retention and Graduation Committee, 2023–2024.
- Co-chair, Academic Scheduling Committee, 2023–2024.
- Ex-Officio Member, University Senate: Academic Scheduling Committee, 2023–2024.
- Member, UConn/AAUP Collective Bargaining Negotiation Team, F2020–Spr2022. F2023-F2025
- Member, Personnel Grievance Committee, Spring 2020.
- Chair, Academic Integrity Taskforce, 2021– 2023.
- Chair, Campus Director Review Committee, Spring 2022.
- Member, HR Rehired Retiree Taskforce, 2021– 023.
- Member, Board of Trustees Joint Audit and Compliance Committee, 2021–2022.
- Member, President's Advisory Council on Policing, 2017– 2019.
- Dean's Representative (Elected), University Senate, 2017–2020, 2020–2023 (ended in 2021 due to Vice Provost appointment).

University of South Florida

- Mobilizing the Dream Workgroup – Faculty and Administrator Diversity at USF, Spr2016.
- USF System Research Planning Committee, 2015–2016
- Ad Hoc Committee to revise the Mid-tenure Review Application 2015–2016.
- Faculty Liaison, Board of Trustees: Research, Innovation, Engagement, and Job Creation Workgroup, 2015–2016.
- Member, USF Research Advisory Group, 2015–2016.
- Member, Responsibility Centered Management: Strategic Investment Priority Advisory Group Summer 2015–2016.
- Transfer Appeal Hearing Committee, Summer 2015–2016.
- Tenure Online Content Committee, Spring 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, Summer 2014.
- Application Reviewer, Graduate School Fellowship Program, Spring 2014.
- USF Representative, Science and Mathematics Teacher Imperative National Conference, June 9–11, 2010.
- Member, SACS Assessment Group 2008–2009.
- Chair, General Education Council, 2007–2010.
- Member, University Assessment Steering Committee, Fall 2007–Fall 2009.
- Member, Ad Hoc Committee on VSA (Voluntary System of Accountability) Participation, Fall 2007

- 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, Fall 2006
- Member, General Education Council, 2005–2007.
- Chair, University Presidential Fellowship Committee, 2004–2006.
- Member, Institute on Black Life, Research Council, 2004 to 2008.
- 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 Committees
    - Assistant Vice President for Institutional Effectiveness, 2008–2009.
    - Mathematics Instructor, USF Lakeland, 2005–2006.
    - Provost & Vice President for Academic Affairs, 2003–2004.
    - Institute on Black Life, 2004–2005.

College Level

University of South Florida

Ad hoc Committee on Annual Reviews, F2013–S2014.

Mentor, Faculty Mentoring Program
- Mentee, Eugenia Vomvoridi-Ivanovic (Mathematics Education), 2009–2011.
- Mentee, Danielle Dennis (Elementary Education), 2007–2009.

Member, University Support Team for the USF Patel Charter School, 2003–2005.

Member, Research Committee, 2003–2005.

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, Fall 2021.
- Police Chief, Fall 2021.
- Associate Vice President and Chief Diversity Office, UConn Health, Fall 2021–Spring 2020.
- Associate Vice Provost, Faculty and Staff Development and Affairs, Summer 2020.
- UConn President Search Committee (Steering Committee Member), Fall 2018–2019 .
- Vice Provost for Academic Affairs Search Committee, Chair, Spring 2017.

University of South Florida

- Cybersecurity Education, Chair, 2014 –2015.
- Assistant Dean of Graduate Education, Spr2014
- Assistant Director of Development for the College of Education, Chair, Spring 2014
- Associate Dean of Educator Preparation, 2013 –2014.
- College of Education, Webmaster, Fall 2013.
- Mathematics Education – CELS, 2012–2013.
- Director of Development, Summer 2010–Fall 2011.
- Science Education, 2009 –2010.
- Mathematics Education, 2008–2009.
- Instructional Technology, 2006–2007.
- General Music, 2005–2006.
- Measurement, 2004–2005.
- Secondary Education Department Chair, 2004–2005.
- Mathematics Education, 2003–2004.
- Mathematics Education (Chair), 2002–2003.
- Measurement and Evaluation, 2002–2003.
- 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–F2011.

Member, Selection Committee, Academic Program Specialists, F2009.

Member, Secondary Education Chair's Advisory Council, 2008–2011.

Chair, Secondary Education Personnel Policy Committee, F2004–F2006.

- Drafted Policy Guidelines and Operating Procedures

Member, Secondary Education Doctoral Program committee, 2004–2011.

Member, Faculty Council Member, 1999–2002.

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, Department of Mathematical Sciences, Middle Tennessee State University
- Yiting Yu (2015, Summer). *The influence and types of homework on opportunity to learn and students' mathematics achievement*. Academic Principal, Shenzhen International Foundation College, Shenzhen Guangdong, China.
- Derrick Saddler (2015, Spring). *Estimating the Effects of Content Organization on Students Algebra Learning.* Research Analysts and Instructor*,* Western Governors University, Land O'Lakes, 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, Department of Elementary Education, University of South Florida, Tampa, FL.
- Sarah Bleiler (2012, Spring). *Team-teaching experiences of a mathematician and a mathematics teacher educator: An interpretative phenomenological case study*. Professor, Department of Mathematical Sciences, Middle Tennessee State University, Murfreesboro, TN.
- James Dogbey (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*,* Department of Mathematics and Statistics*,* Texas A & M University-Corpus Christi, Corpus Christi, Texas.
- Matthew Kellogg (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.
- Mariana Petkova (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. Unknown
- 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 ("Suzie") (2012, Spring). *Statistical content in Middle Grades Mathematics Textbooks*. Professor, Department of Mathematics, College of Southern Nevada – Charleston Campus.
- 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 Belize*. Assistant Professor, University of Belize.
- King, Sharondrea (2010). *Mathematics education: The voice of African American and White Adolescents.* School Psychologist, District School Board of Pasco County, Tampa, Florida.
- Phan, Ha (2007). *Correlates of mathematics achievement in developed and developing countries: An HLM Analysis of TIMSS 2003 Eighth-grade mathematics scores* (Measurement). Senior Research Scientist, Pearson, Cedar Park, Texas.
- 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, Greenville, Tennessee.
- 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.* Professor, Department of Mathematics, Winston Salem State University, Winston Salem, North Carolina.

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. https://www.courant.com/opinion/op-ed/hc-op-kersaint-uconn-george-floyd-conflict-0607-20200605-qnid2bz2jfd7vogjnfoqt6ipeu-story.html

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) http://www.bamradionetwork.com/classroom-q-and-a/2650-how-are-common-core-standards-impacting-teaching-math-to-ells (Posted on 4-1-2015)

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. (2023, November 14). Posing Purposeful Questions to Assess and Advance Student Learning. Curriculum Associates (https://www.curriculumassociates.com/resources/webinars/posing-purposeful-questions-to-assess-and-advance-student-learning)

Kersaint, G. (2020, August 4). Mathematics Discourse: Talk is Only Part of the Equation. National Council of Teachers of Mathematics.,

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*

Featured News Items

Math has its own language. How can students learn to speak it? Education Week, September 27, 2024

- *Features my conference presentation.*

Partnering to Give Local Schoolchildren the Vision to Learn

- Neag School, https://education.uconn.edu/2022/03/30/partnering-to-give-local-schoolchildren-the-vision-to-learn/
- UConn Today, https://today.uconn.edu/2022/03/partnering-to-give-local-schoolchildren-the-vision-to-learn/
- East Hartford Hosts Vision to Learn CT Launch – YouTube (https://www.youtube.com/watch?v=HEYf2UIwwbY)

Vision to Learn Program provides eyeglasses to students in need, WTNH
https://www.wtnh.com/news/connecticut/hartford/vision-to-learn-program-provides-eyeglasses-to-students-in-need/

$1.5 Million Grant to Help/ Develop Exceptional Leaders in Math Education, UConn Today,
https://today.uconn.edu/2021/09/1-5m-grant-to-help-develop-exceptional-leaders-in-math-education/

Visit to Middle East Marks Enduring International UConn Partnership
https://education.uconn.edu/2019/01/23/visit-to-middle-east-carries-on-principal-training-program-partnership/

Visit to Middle East Marks Enduring International UConn Partnership
https://today.uconn.edu/school-stories/visit-middle-east-marks-enduring-international-uconn-partnership/

Degrees of Change: UConn Increases Diversity in Teaching Programs, UConn Today, https://today.uconn.edu/2018/08/degrees-change-uconn-increases-diversity-teaching-programs/

- Reposted: AACTE EdPrep Matters, https://edprepmatters.net/2018/09/degrees-of-change-uconn-increases-diversity-in-teaching-programs/

Five Questions with Dean Kersaint, UConn Today, https://www.foundation.uconn.edu/five-questions-with-gladis-kersaint/

Q&A: Getting to Know the Neag School's New Dean, Gladis Kersaint, Neag School, https://education.uconn.edu/2016/10/11/qa-get-to-know-the-neag-schools-new-dean-gladis-kersaint/

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, Daytime Show (May 21, 2014). http://www.coedu.usf.edu/main/Announcements/daytime.html

Voices: Gladis Kersaint 2012, USF Magazine, p. 43 (2012, Spring) http://dev.magazine.usf.edu/2012-spring/voices/gladis-kersaint.aspx

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

Florida PROMISE Delivers Mathematics and Science Education with a $22 Million Grant (February 8, 2010). http://www.coedu.usf.edu/main/news/2010/FloridaPROMISE.html

USF COEDU Awarded $5.9 Million to Lead Historic Math/Science State Partnership with FSU and UF (March 3, 2008) http://www.coedu.usf.edu/main/news/pressreleases/Math_Sciencegrant.html